

A New Vision FOR NATIVE STUDENTS

State Advisory Council on Indian Education

**REPORT TO THE NORTH CAROLINA
STATE BOARD OF EDUCATION**



FEBRUARY 2015

In Pursuit of Educational Excellence for
All Native American Students in North Carolina

THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: BACKGROUND AND MEMBERSHIP

In 1988, the North Carolina General Assembly enacted Article 13A (NCGS §115C-210), which created the State Advisory Council on Indian Education (SACIE). As a constituent group of the State Board of Education (SBE), the Council represents parents of American Indian students in grades K-12, both houses of the North Carolina General Assembly, the UNC Board of Governors, the North Carolina Commission of Indian Affairs, and K-12 educators. The Council advocates collectively on behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VII-IEA administrators; and re-examines its mission and goals as school reform initiatives steer the direction of the public school system in North Carolina.

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LETTER FROM THE CHAIRPERSON

I am honored to present this annual report, *A New Vision for Native Students: Volume II*. In keeping with the legislation that established the State Advisory Council on Indian Education in 1988, this report presents a comprehensive achievement picture of American Indian students attending North Carolina's public schools.

In this report, End-of-Grade/End-of-Course assessment results are provided for 2011-12, 2012-13, and 2013-14; however, the results from 2011-2012 are not comparable to the following years since the new testing standards took effect in 2012-2013.

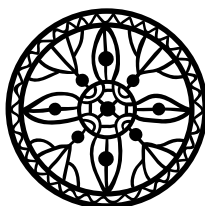
It is clear from the information in this report that literacy/reading in the elementary grades must become a priority of this Council. The Council has become proactive in researching and producing resources of educational information that is both culturally responsive and sensitive for use in classrooms.

In March 2014, the Council recommended a study of underachievement among American Indian students in grades 6-12. The 12-month study began in July 2014 and will conclude in the summer of 2015. In the months ahead, the Council will receive the results from the study and use this information to develop new recommendations to the North Carolina State Board of Education.

On behalf of the State Advisory Council on Indian Education, I would like to thank the State Board of Education for supporting the work of the Council. Additionally, we are grateful to the North Carolina Department of Public Instruction, the North Carolina Commission of Indian Affairs, the Title VII Indian Education Programs, North Carolina Tribes, Tribal Councils, and other American Indian organizations that continue to work with the SACIE through collaboration and advocacy. Together we can help shape a bright future for North Carolina's American Indian students.



Kamiyo Sawyer Lanning
Chairperson
State Advisory Council on Indian Education



PART I: Executive Summary



The State Board of Education (SBE) adopted an Indian Education policy in 1988 to identify Indian Education issues in grades K-12. Also in 1988, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. SACIE has a 15-member board which consists of American Indian parents and educators, members of the North Carolina Senate and House of Representatives, members from the UNC Board of Governors, and the North Carolina Commission of Indian Affairs (NCCIA).

Serving in an advisory role to the SBE, the SACIE identifies American Indian students' academic concerns and possible corrective actions. Annually, a report of these activities is presented to the SBE to suggest recommendations to improve student performance.

Listed to the right are findings to be reported to the SBE. Each finding is based on a comparison of grade/level performance of American Indian and White student performance. Designated subgroups included in this report include American Indian, White, Black, and Hispanic. The White subgroup has the highest performance rating of all subgroups.

Students performing at or above grade level are considered proficient. Findings in this report are based on 2013-14 End-of-Grade (EOG) and End-of-Course (EOC) state tests.

Title VII – The Indian Education Act of 1972 in North Carolina: A Brief Description

In an effort to develop a comprehensive model to meet unique needs of American Indian and Alaskan Native students, the Indian Education Act of 1972 was adopted by Congress. The Act is based on the following premises: 1) American Indians have unique academic needs, especially with respect to language preservation; 2) a continuum of services, pre-school through post-secondary education, is imperative; 3) the trust relationship between the federal government and Indian people must be reinforced across governmental agencies; and 4) every Indian student, regardless of federal recognition status, deserves equal access to federal funding aimed at educational improvement. Although the Indian Education Act of 1972 has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix C).

Since the Act was adopted, several school systems with a significant American Indian population have benefited. Some benefited through direct classroom support, college/career planning, after-school programs, cultural enrichment, or a mixture of some or all of these. Funding through Title VII has supported school districts' efforts to close the achievement gap and improve the awareness of American

Major Findings

- The EOG reading proficiency rate for American Indian students (40.5%) is about 29 percentage points below the rate for White students (69.3%).
- The EOG mathematics proficiency rate for American Indian students (34.5%) is about 28 percentage points below the rate for White students (62.9%).
- The EOC Math I proficiency rate for American Indian students (44.8%) is about 26 percentage points below the rate for White students (71.0%).
- The EOC English II proficiency rate for American Indian students (43.7%) is about 28 percentage points below the rate for White students (72.0%).
- The EOC Biology proficiency rate for American Indians (41.8%) is about 24 percentage points below the rate for White students (66.2%).
- From 2011-12 to 2013-14, the American Indian cohort graduation rate improved by nearly six percentage points, the largest increase among all subgroups.
- While the American Indian dropout rate has declined since 2010-2011, the current rate is the highest among all subgroups, except Hispanics.

Indian culture in North Carolina. Directors of Title VII programs are responsible for budget management, project development, resource planning, and other activities aimed at improving achievement of every American Indian student one day and one year at a time.

Before students receive services under Title VII, a formal application must be completed by a parent or legal guardian (see Appendix E), which is reviewed by district-level personnel responsible for Indian Education services. Since Title VII funding is based on these 506 forms informing parents and guardians about the procedure, it is viewed as an ongoing process.

The State Advisory Council on Indian Education makes recommendations based on findings identified in the analyses of needs of American Indian students in North Carolina. Similarly, the 2014 Presidential Native Youth Report identifies national findings and recommendations on problems that confront Native youth with an emphasis on education, economic development, and health. Also, the report encourages all Americans to work toward removing barriers that stand between Native youth and their opportunity to succeed. (The 2014 Presidential Native Youth Report can be found at http://www.whitehouse.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf)

At the request of SACIE, the Education Policy Initiative at Carolina (EPIC) is currently contracted with Regional Education Laboratory Southeast (REL-SE) on a project entitled “The Schooling Experience of North Carolina’s American Indian Students” with funding from REL-SE. This project descriptively compares the educational outcomes of American Indian students in North Carolina to their peers within their schools and statewide. Outcomes being examined include test scores (EOGs/EOCs), attendance, graduation rates, and disciplinary referrals. In addition, the study is examining the schooling experience of American Indian students in regard to the availability of high-quality teachers; access to and completion of advanced courses; school funding, and school-level efforts to engage the American Indian parents and communities. At present, researchers are compiling data on all outcomes of interest and beginning preliminary analyses of tasks, as well as conducting a literature review to identify any additional educational variables for investigation. Beginning in the spring of 2015, the researchers will interview school personnel in six schools with substantial populations of American Indian students. These interviews will help determine how schools engage families and communities in the education experiences of American Indian students. A report of all findings will be provided to REL-SE and SACIE in June 2015. (The Support and Strategies for Enriching Achievement of Native American Students Study can be found at Southeast Comprehensive Center at SEDL secc.sedl.org)

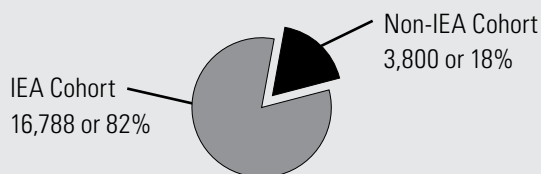
The findings in this report point to low proficiency rates on EOG and EOG achievement data for American Indian students. The Council recommends that the Department of Public Instruction work closely with school districts in promoting and disseminating culturally responsive resources that have been carefully selected by the Council. Culturally responsive instructional resources can be found at <http://www.ncpublicschools.org/americanindianed/resources/>. This recommendation mirrors a recommendation in the 2014 Native Youth Report.

Population of Focus

The total enrollment of American Indians/Alaskan Native students in North Carolina’s public schools (K-12) is 20,578 for 2013-14, of which 82 percent are enrolled in school districts receiving federal dollars through the Indian Education Act of 1972. The remaining students are enrolled in the other 97 school systems (see Figure 1). As in past annual reports, the Council has chosen to examine the achievement of American Indian students in the Title VII cohort of districts. When reviewing this report, it is important to note that the enrollment figures reflect enrollment data submitted by each district.

It is important to note, however, that choosing to participate in the Title VII-Indian Education program is a parental decision; therefore, the actual number of students receiving services could be much smaller than 16,788. This report, however, makes no distinction between student participants and non-participants.

FIGURE 1 Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort



PART II: The State and District Profiles



Interpreting the Profiles

The 2013-14 edition of the State Advisory Council on Indian Education Report consists of state-level and district-level achievement profiles and is intended to inform educators, policymakers, parents, and tribal communities about the annual progress of American Indian students in critical areas of school success across North Carolina.

In this report, the academic achievement of American Indian students is profiled for the state and each of the Title VII school districts and one additional district in the following assessment categories:

- 1) End-of-Grade (EOG) Reading (grades 3-8 combined)
- 2) End-of-Grade (EOG) Math (grades 3-8 combined)
- 3) End-of-Course (EOC) Math I
- 4) End-of-Course (EOC) Biology
- 5) End-of-Course (EOC) English II
- 6) Cohort Graduation Rate (CGR)
- 7) Dropout Rate, grades 9-13
- 8) SAT
- 9) Advanced Placement (AP)

Three years of data have been provided for each assessment. However, the EOG and EOC assessments are provided for two years due to changes in EOG and EOC achievement level standards in 2012-13. Since the new standards that were adopted in 2012-13 are more rigorous, EOG and EOC assessment data for 2011-12, 2012-13, and 2013-14 are not comparable. For more details, see the 2012-13 Ready Accountability Background Brief at <http://www.ncpublicschools.org/accountability/reporting/>.

The Cohort Graduation Rate, SAT, and AP data in the state and district profiles are provided for three years: 2011-12, 2012-13, and 2013-14. However, the Dropout Rate data is for different years (2010-11, 2011-12, and 2012-13) due to 2013-14 rate not being available yet. This report highlights a three-year data trend to align with the critical transition period for physical, emotional, and the cognitive development of students in the upper-elementary grades (grades 3-5) through middle school (grades 6-8). This point is particularly relevant, given the research that prescribes a stage-theory approach for students, especially minority and disadvantaged students. Regarding American Indian students, educators must be mindful of the interplay between cognitive readiness and the cultural environment: family, friends, tribe, and community (McMahon, Kenyon & Carter, 2012).

End-of-Grade (EOG) and End-of-Course (EOC) Data

Students who have a solid or superior command of the content are on target for a college and career path, have met the proficiency standard, and are performing “at or above grade level.” To meet the proficiency standard or to perform at or above grade level, students must attain Level 3, Level 4 or Level 5 on the EOG and EOC assessments. Students who score at Level 3 are prepared for the next grade but do not meet the college-and-career readiness standard.

Students who score at Level 1 or Level 2 have not met the proficiency standard and are not on trajectory to be “college and career ready.” The one year of data in the tables and figures for EOG reading and mathematics and EOC Math I,



Biology, and English II indicate the percentage of students who performed at or above Level 3 in 2013-14. The achievement level descriptors for 2013-14 are:

- Achievement Level 1: Students performing at this level have limited command of the knowledge and skills contained in the Common Core State Standards (CCSS) for English language arts (ELA), CCSS for math and/or the North Carolina Essential Standards (ES) for science.
- Achievement Level 2: Students performing at this level have partial command of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science
- Achievement Level 3: Students performing at this level have sufficient command of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 4: Students performing at this level have solid command of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 5: Students performing at this level have superior command of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.

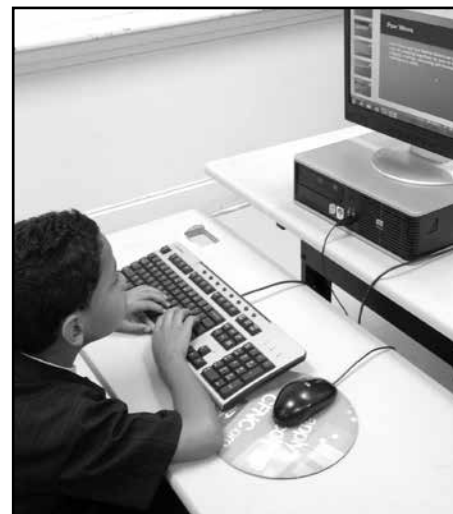
For example, if 57 percent of American Indian students performed at Level III or above in a given subject, this percentage of students was “proficient” in that subject. Conversely, the 43 percent of students that performed below grade level were not proficient in the same subject.

More detailed information regarding the achievement levels for the EOG and EOC assessments may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.

Cohort Graduation Rate

Since July 2005, all 50 states have signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the Compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. North Carolina’s four-year Cohort Graduation Rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year Cohort Graduation Rate, not referenced in this report, reflects the percentage of ninth graders who graduated from high school five years later.

The three years of data in the figures and tables for the Cohort Graduation Rate reflect the cohort percentage of students by race, and by race and gender, who graduated with a regular diploma in four years or less (the four-year Cohort Graduation Rate).



Dropout Rate

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and “event dropout rates” are computed. The three years of dropout data in the state and district profiles show the percentage of students in grades 9-13 by race, and by race and gender, that dropped out from 2011 to 2013.



SAT

The three-year trend of SAT data and district profiles show the participation rates and the mean total SAT scores of graduating seniors from 2012 to 2014. SAT performances are compared at the state, the district and subgroup levels.

Advanced Placement (AP)

The three-year trend of AP data and district profiles show the participation rates and the percentages of AP test-takers in grades 9-13 that scored a Level 3 or higher from 2012 to 2014.

Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix H.



Racial/Ethnic Subgroups

As a way to compare the rates of academic achievement, this report presents achievement data for the following subgroups:

- 1) American Indian;
- 2) White;
- 3) Black; and
- 4) Hispanic.

Cultural Information

There are eight Indian tribes located in North Carolina which hold membership on the NC Commission of Indian Affairs. Under the “Dawes Act” of 1887, and in 1889, the Eastern Band of Cherokee Nation was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized in the state of North Carolina. The Lumbee Tribe of North Carolina is also state and federally recognized in North Carolina. The Lumbee were recognized by the federal government under the “Lumbee Act of 1956” in name only. As per NCGS 143B-704, eight Indian tribes and four Urban Indian Associations hold membership on the NC Commission of Indian Affairs. Chapter 71A of the North Carolina General Statutes provide a summary of the Indian tribes recognized by the state of North Carolina (see Appendix D). As part of each profile, attention is given to the major American Indian tribes represented in the statewide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report.

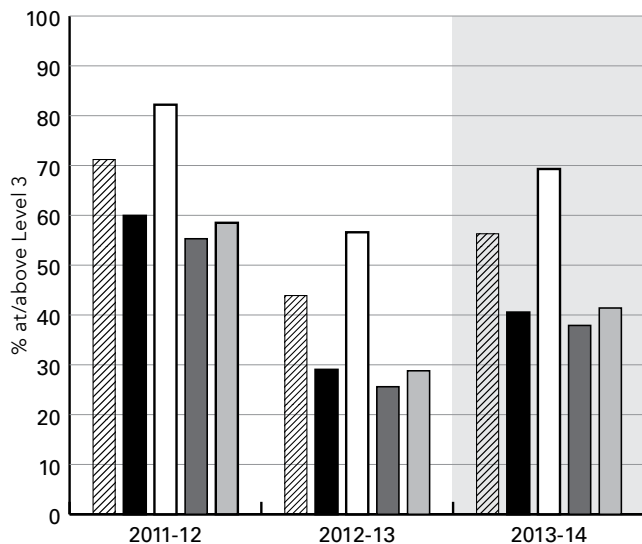
Using the Profiles

Because the enrollment of American Indians in most school systems is comparatively small, drawing conclusions from these data should be approached carefully and weighed against other work samples, including nine-week grades, daily classroom progress, and other teacher-administered assessments. However, it is safe to conclude that American Indian students, for the most part, are performing below grade level in reading, and in some districts, the level of low achievement justifies the need for ongoing intensive intervention. The Council encourages educators to continue collecting and reviewing achievement data and monitoring the effects of instructional strategies and approaches that affect American Indian students in classroom settings.

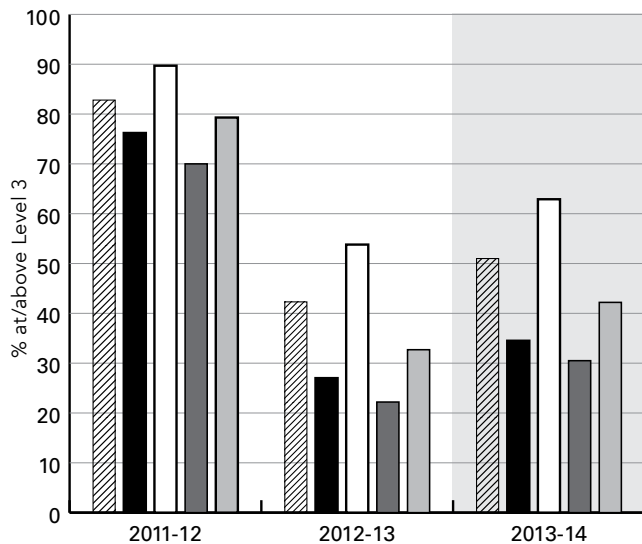
STATE PROFILE

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

READING**



MATH**



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)**					
Percent at/above Level 3					
2011-12	71.2	59.9	82.2	55.3	58.5
2012-13	43.9	29.0	56.6	25.6	28.8
2013-14	56.3	40.5	69.3	37.9	41.4
End-of-Grade Math (Grades 3-8 Combined)**					
Percent at/above Level 3					
2011-12	82.8	76.2	89.7	70.0	79.3
2012-13	42.3	27.0	53.8	22.2	32.7
2013-14	51.0	34.5	62.9	30.5	42.2

State American Indian White Black Hispanic

Cautionary Note Regarding Comparisons:

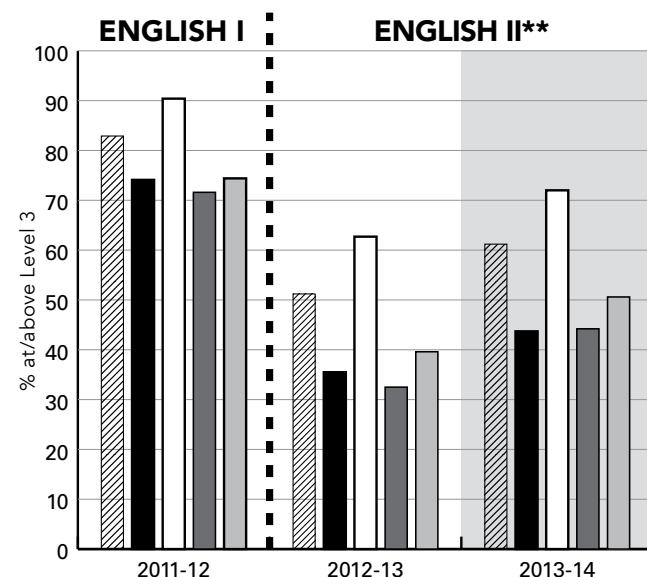
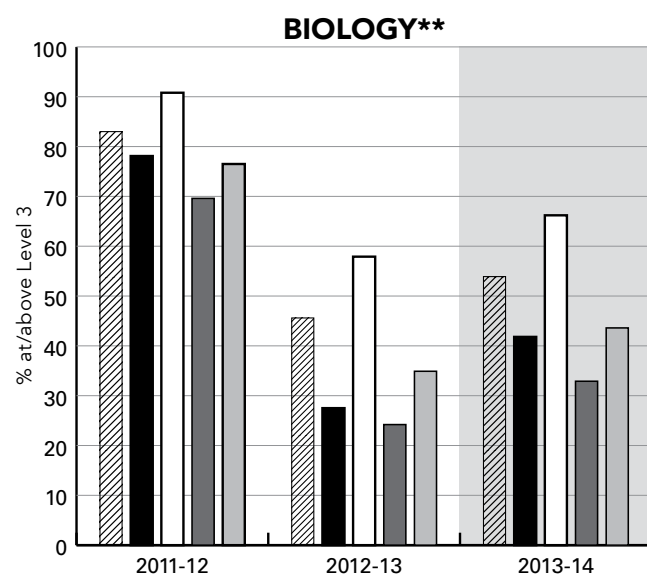
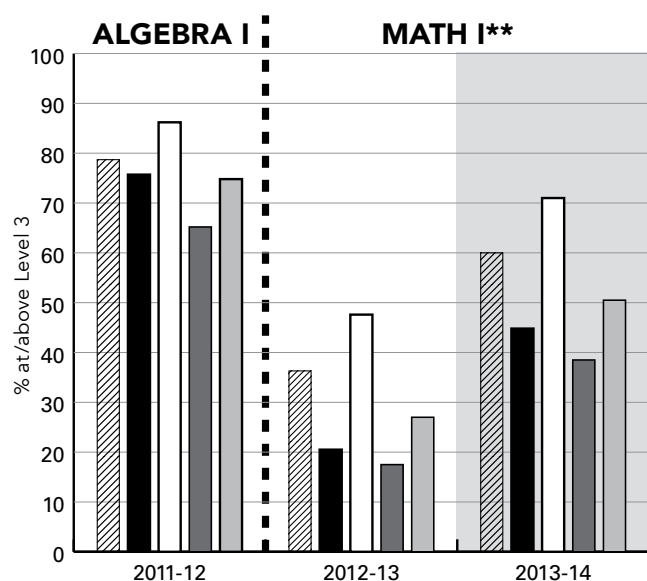
** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

EOG: Reading and Math

In this report, scores in reading and math show the average results of the End-of-Grade (EOG) tests for grades 3-8. The average increase in performance of state and subgroups from 2012-13 to 2013-14 was approximately 12 percentage points in reading and nine percentage points in mathematics.

The EOG reading data show that 16 percent fewer American Indian students were proficient in 2013-14 than all students in the state. About three percent more American Indian students were proficient in reading than Black students, while the percentages of American Indian students (40.5%) and Hispanic students (41.4%) who were proficient were about the same. Compared with White students, 29 percent fewer American Indian students were proficient. Similar patterns were observed in EOG mathematics, with the exception that about eight percent more Hispanic students were proficient in mathematics than American Indian students.

HIGH SCHOOL END-OF-COURSE TESTS



Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course (Algebra I in 2011-12)**					
Percent at/above Level 3					
2011-12	78.7	75.7	86.2	65.2	74.8
2012-13	36.3	20.5	47.6	17.5	27.0
2013-14	60.0	44.8	71.0	38.5	50.5
Biology: End-of-Course** – Percent at/above Level 3					
2011-12	83.0	78.1	90.8	69.6	76.5
2012-13	45.6	27.5	57.9	24.2	34.9
2013-14	53.9	41.8	66.2	32.9	43.6
English II: End-of-Course (English I in 2011-12)**					
Percent at/above Level 3					
2011-12	82.9	74.1	90.4	71.6	74.4
2012-13	51.2	35.5	62.7	32.5	39.6
2013-14	61.2	43.7	72.0	44.2	50.6

State
 American Indian
 White
 Black
 Hispanic

Cautionary Note Regarding Comparisons:

** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

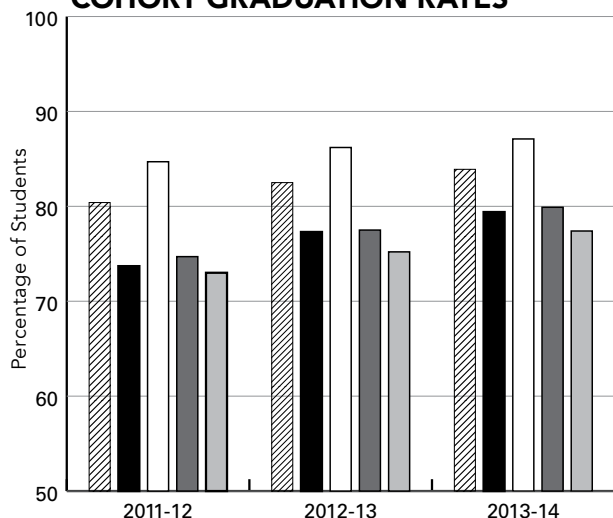
EOC: Math I, Biology and English II**

The proficiency rates on EOC assessments in Math I, Biology, and English II improved in 2013-14. The average increase in proficiency for the state and subgroups in Math I, Biology, and English II from 2012-13 to 2013-14 was approximately 23, 10, and 10 percentage points, respectively.

In 2013-14, about 15 percent fewer American Indian students (44.8%) were proficient in Math I than the average of all students (60.0%) in the state. About 26 percent fewer American Indian students (44.8%) were proficient in Math I than White students (71.0%) and about six percent fewer than Hispanic students (50.5%). American Indian students had six percent more students proficient than Black students (38.5%).

The pattern of achievement for American Indians on the Biology and English II EOC tests was similar to that in Math I. However, more American Indian students (44.8%) were proficient on the Math I than on the English II (43.7%) and Biology (41.8%) EOC.

HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

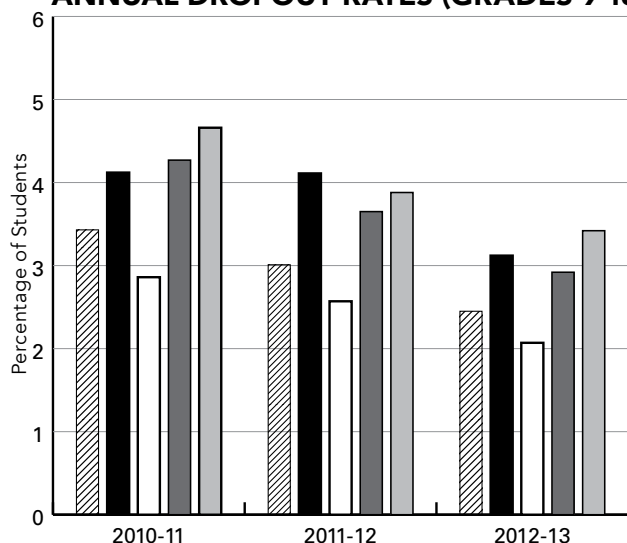
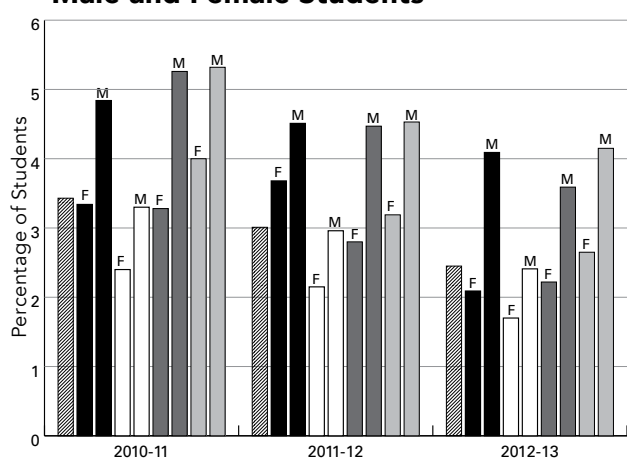
NORTH CAROLINA 4-YEAR
COHORT GRADUATION RATES

Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2011-12	80.4 ^{>}	73.7	84.7 ^{>}	74.7 ^{>}	73.0 ^{>}				
2012-13	82.5	77.3	86.2	77.5	75.2				
2013-14	83.9	79.4	87.1	79.9	77.4				
Annual Dropout Rates (Grades 9-13)									
2010-11	3.43	4.12	2.86	4.27	4.66				
2011-12	3.01	4.11	2.57	3.65	3.88				
2012-13	2.45	3.12	2.07	2.92	3.42				
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2010-11	3.43	3.34	4.84	2.40	3.30	3.28	5.26	4.00	5.32
2011-12	3.01	3.68	4.51	2.15	2.96	2.80	4.47	3.19	4.53
2012-13	2.45	2.09	4.09	1.70	2.41	2.22	3.59	2.65	4.15

State American Indian White Black Hispanic

[>] = Scores changed due to data corrections.

ANNUAL DROPOUT RATES (GRADES 9-13)

ANNUAL DROPOUT RATES (GRADES 9-13)
Male and Female Students

Four-Year Cohort Graduation Rate (CGR)

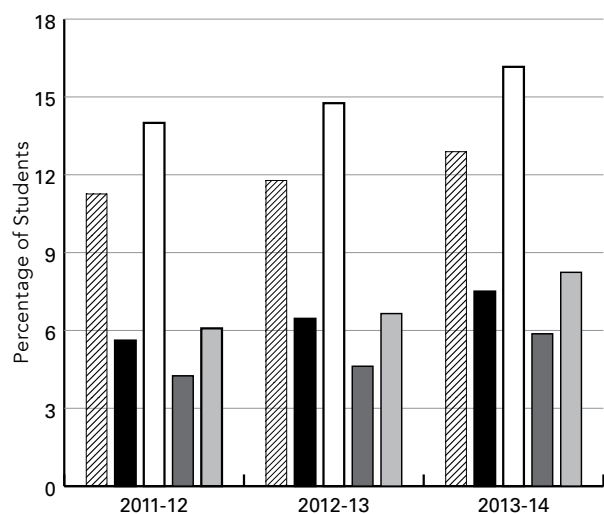
While the four-year graduation rate of American Indian students (79.4%) trailed that of all students in the state (83.9%) by about five percentage points in 2013-14, American Indian students have improved their four-year graduation rate by about two percentage points from 2012-13 to 2013-14. The four-year graduation rate of American Indian students (79.4%) exceeds that of Hispanic students (77.4%) by two percentage points, but lags behind White students (87.1%) by about eight percentage points. Since the graduation rate among American Indian students improved, it is clearly moving in the right direction.

Annual Dropout Rate

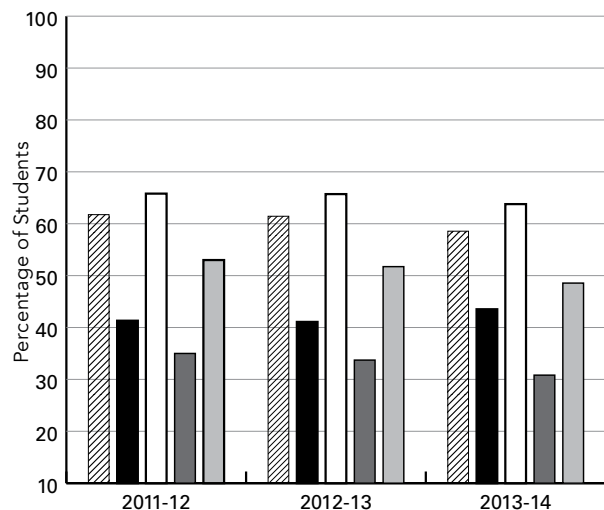
The dropout rate within the American Indian population in particular has been a long-standing issue of public concern. Because the dropout rate and the cohort graduation rate tend to be inversely related, typically, the more students who remain in school, the more who will graduate. Among American Indians and other racial/ethnic groups from 2010-11 to 2012-13, fewer students dropped out, while more graduated. According to the 2012-2013 Consolidated Data Report, the dropout rate for American Indian students declined for the ninth consecutive year. Hispanic students (3.42%) had the largest dropout rate in 2012-13, followed by American Indian students (3.12%), Black students (2.92%), and White students (2.07%). The data also shows that male students in all racial/ethnic groups tend to drop out at a higher rate than female students.

ADVANCED PLACEMENT (AP) TESTING

NC STUDENTS TAKING AN AP EXAM



AP PERFORMANCE: PERCENT OF STUDENTS SCORING 3, 4, OR 5



Year	State	American Indian	White	Black	Hispanic
NC Students Taking an Advanced Placement Exam					
2011-12	11.3	5.6	14.0	4.3	6.1
2012-13	11.8	6.4	14.8	4.6	6.6
2013-14	12.9	7.5	16.2	5.9	8.2
AP Performance: Percent of Students Scoring 3, 4, or 5					
2011-12	61.8	41.3	65.8	35.0	53.0
2012-13	61.4	41.1	65.7	33.7	51.7
2013-14	58.6	43.5	63.8	30.8	48.6

State
 American Indian
 White
 Black
 Hispanic

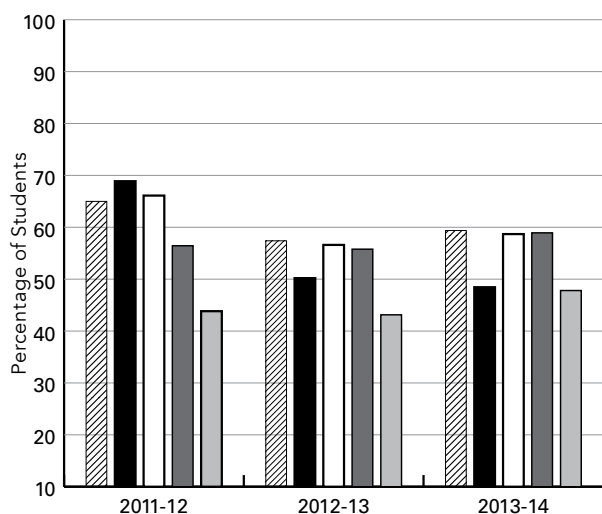
Advanced Placement (AP)

From 2012-13 to 2013-14, the percentage of AP test-takers increased for all students in the state (1.1%), American Indian students (1.1%), White students (1.4%), Black students (1.3%) and Hispanic students (1.6%), with the largest increase for Hispanic students. The only racial/ethnic group with a participation rate higher than the state average (12.9%) was the White (16.2%) subgroup. The AP participation rates for American Indians (7.5%), Blacks (5.9%), and Hispanics (8.2%) all were lower than the state average participation rate.

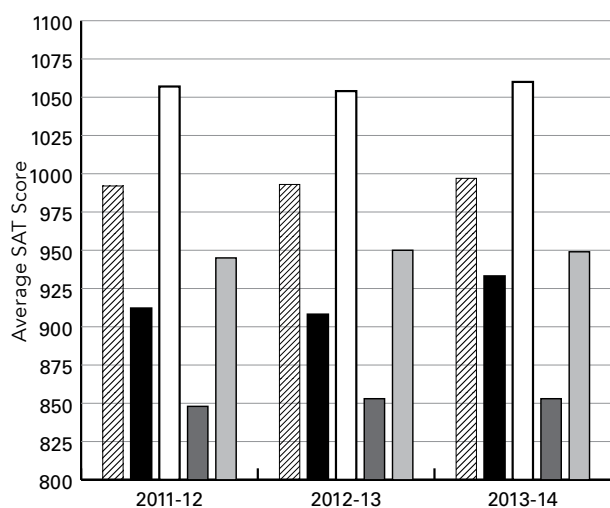
The College Board considers students who score 3 or higher on AP exams as "passing." Only the subgroup of White students (63.8%) had a higher percentage of students scoring 3 or higher on AP exams than all other students (58.6%) in the state. Except among American Indian students, the percentage of students who passed AP exams declined for the state and all other subgroups from 2011-12 to 2013-14. The highest passing rate on AP exams in 2013-14 was attained by the White subgroup (63.8%), followed by the state average (58.6%), Hispanics (48.6%), American Indians (43.5%) and Blacks (30.8%).

SAT TESTING

NC STUDENTS TAKING THE SAT



NC AVERAGE SAT SCORES



Year	State	American Indian	White	Black	Hispanic
NC Students Taking the SAT					
2011-12	65.0	68.9	66.1	56.4	43.8
2012-13	57.4	50.2	56.6	55.8	43.1
2013-14	59.4	48.4	58.7	58.9	47.8
NC Average SAT Scores					
2011-12	992	912	1057	848	945
2012-13	993	908	1054	853	950
2013-14	997	933	1060	853	949

State
 American Indian
 White
 Black
 Hispanic

SAT

The SAT is an important academic indicator of how well students are prepared for college and career opportunities. Students' performances in critical reading, mathematics and writing are considered strong predictors of college and career readiness.

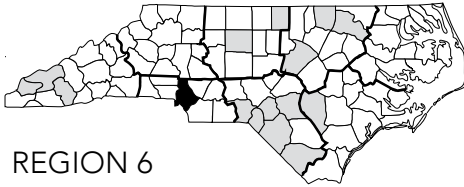
PARTICIPATION

From 2010-11 to 2012-13, the participation rates of all subgroups dropped, perhaps due to the requirement in 2010-11 that all public school juniors in North Carolina take The ACT at the state's expense. However, in 2013-14, the American Indian students were the only ones who dropped in SAT participation. The percentage of North Carolina public school student test-takers (59.4%) in 2013-14 was 2.0% higher than the percentage of test-takers (57.4%) in 2012-13. The percentage of American Indian students taking the test (48.4%) in 2013-14 was about 1.8% fewer than the percentage (50.2%) in 2012-13 (College Board, 2013-14).

The SAT data table shows that the largest reduction in the participation rate from 2011-12 to 2013-14 was for American Indian students (20.5%), followed by White students (7.4%), while Hispanic students (4.0%) and Black students (2.5%) increased. The participation rate of neither racial/ethnic subgroups (American Indian: 48.4%; Whites: 59.4%; Blacks: 58.9%, and Hispanics: 47.8%) was as high as that for the state (59.4%). The participation rate for American Indians was the second-lowest among the racial/ethnic groups.

PERFORMANCE

The SAT scores for the state and all racial/ethnic subgroups in 2013-14 went up from 2011-12. American Indian students scored 23 points higher, followed by white students (4 points), Black students (2 points) and Hispanic students (1 point). The 2013-14 average score for American Indians (933) was 64 points below the state average (997) and 127 points lower than the score for White students (1060).

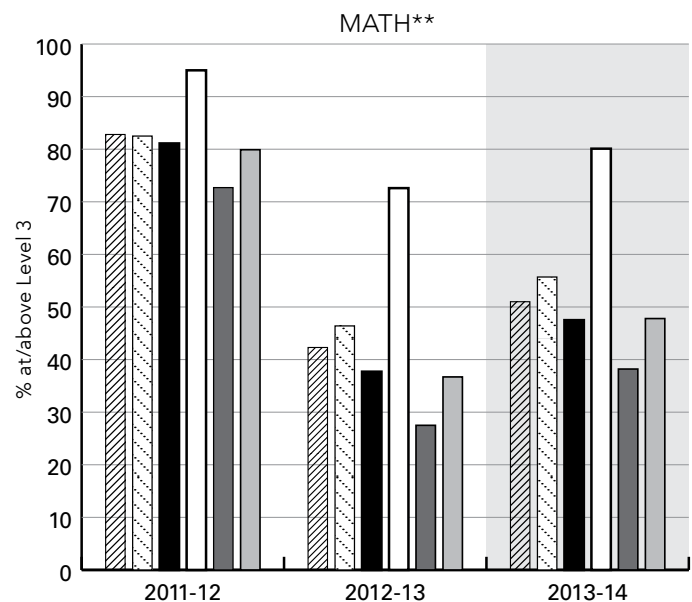
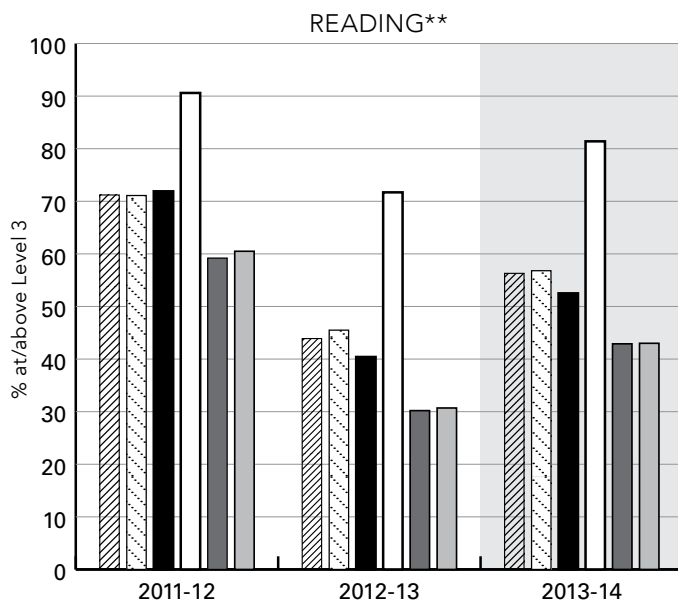


REGION 6

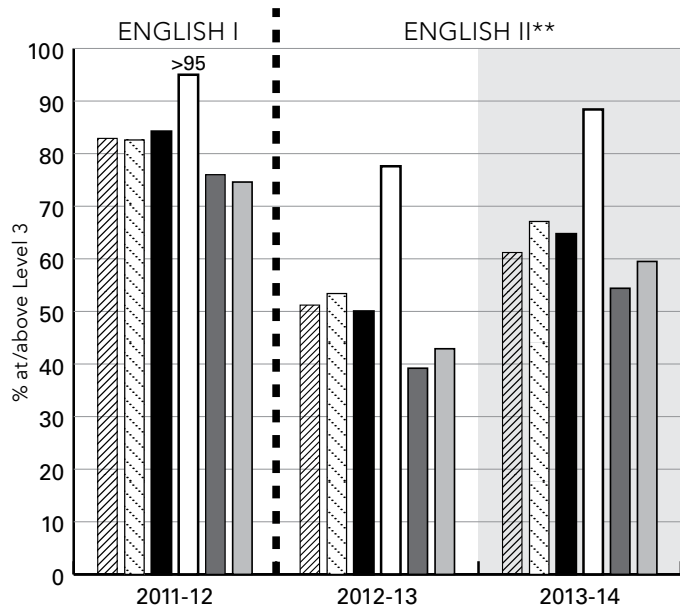
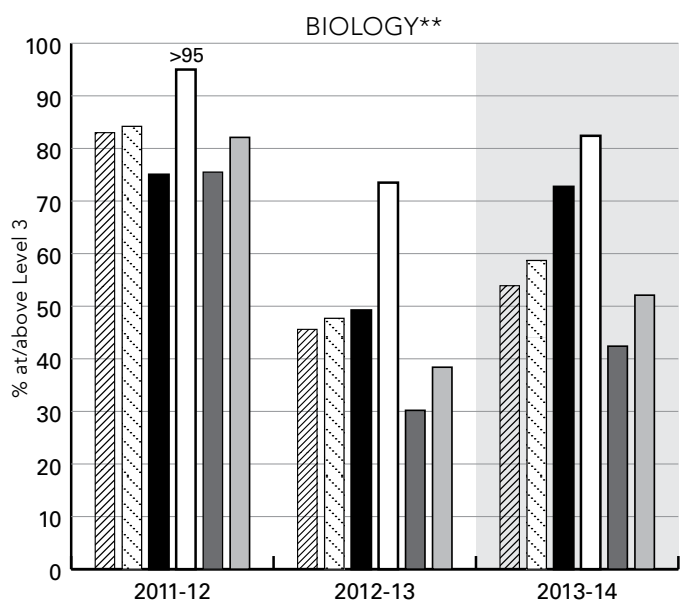
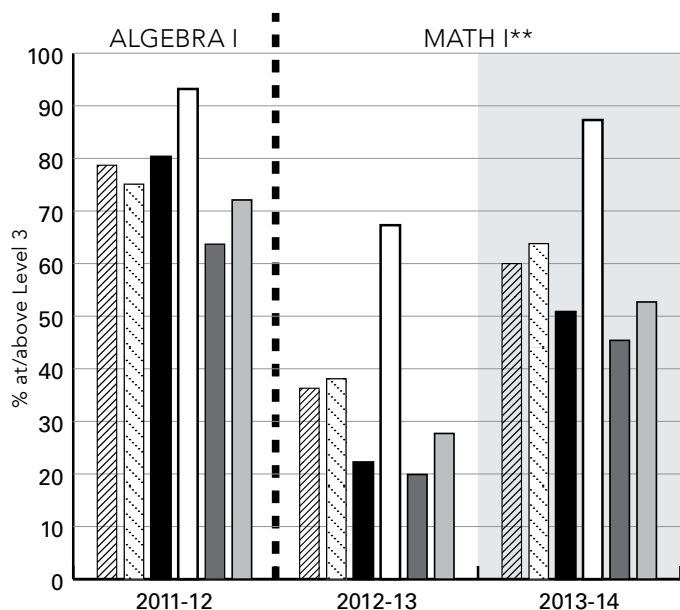
Charlotte-Mecklenburg Schools enroll 142,991 students in 160 schools, including a variety of theme-specific campuses. The student enrollment reflects 160 countries and 662 (0.5%) American Indians from tribes across the country. The district is ahead of the state in EOG reading and math, and in EOC Math I, Biology, and English II. While the district graduation rate is slightly higher than the state's, the dropout rate is also slightly higher. American Indians are below the district average in all but one EOG/EOC subject (Biology). These data show a slight lead for American Indians in EOG reading, when compared with Blacks and Hispanics, but Hispanics show a slight lead in EOG math. In EOC Biology and English II, American Indians are slightly ahead of the same subgroups, while in Math I, Hispanics are ahead. The American Indian cohort graduation rate lags behind the rates for White and Black subgroups. However, sufficient data are not available for comparison of the dropout rate for American Indian students. When comparing American Indian and White subgroups, noticeable achievement gaps are apparent.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	71.1	71.9	90.6	59.2	60.5
2012-13	43.9	45.5	40.4	71.7	30.2	30.7
2013-14	56.3	56.8	52.5	81.4	42.9	43.0
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	82.5	81.1	95.0	72.7	79.9
2012-13	42.3	46.4	37.7	72.6	27.5	36.7
2013-14	51.0	55.7	47.5	80.1	38.2	47.8
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	75.1	80.3	93.2	63.7	72.1
2012-13	36.3	38.1	22.2	67.3	19.9	27.7
2013-14	60.0	63.8	50.8	87.3	45.4	52.7
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	84.2	75.0	>95	75.5	82.1
2012-13	45.6	47.7	49.2	73.5	30.2	38.4
2013-14	53.9	58.7	72.7	82.4	42.4	52.1
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	82.6	84.2	>95	76.0	74.6
2012-13	51.2	53.4	50.0	77.6	39.2	42.9
2013-14	61.2	67.1	64.7	88.4	54.4	59.5
4-Year Cohort Graduation Rate						
2011-12	80.4 ^a	76.4 ^a	67.4	86.5	71.3	65.5
2012-13	82.5	81.0	75.0	91.1	76.6	71.1
2013-14	83.9	85.2	79.6	93.0	82.6	74.3
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.57	5.36	2.15	4.28	5.47
2011-12	3.01	3.20	7.96	1.83	3.58	5.33
2012-13	2.45	3.02	n/a	1.58	3.58	5.06

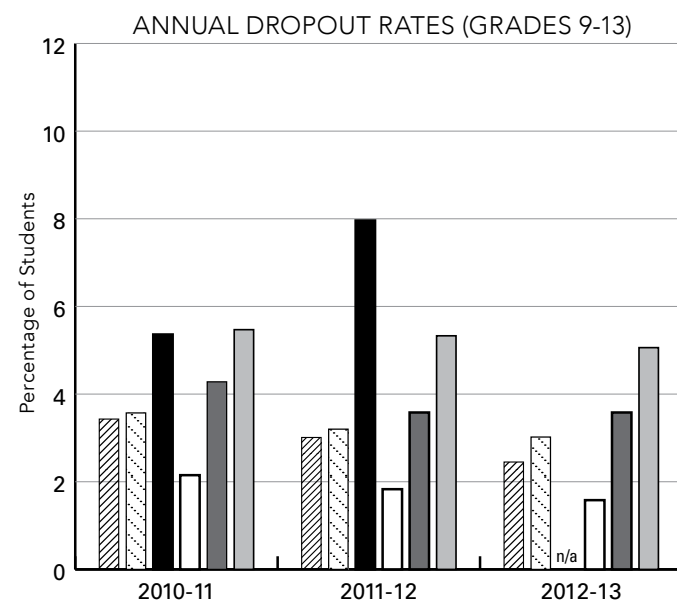
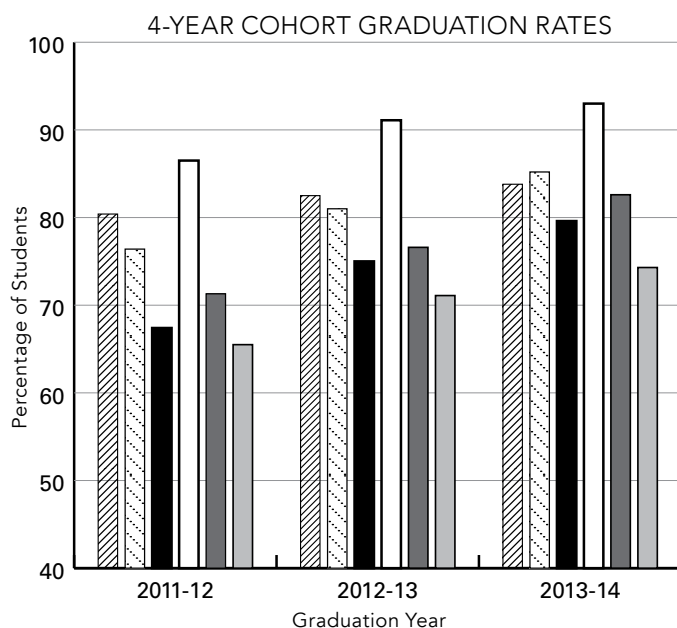
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

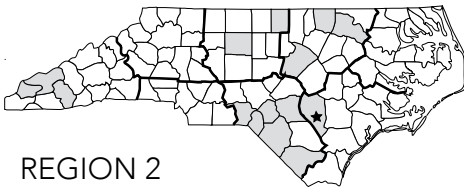
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

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Cautionary Note Regarding Comparisons:

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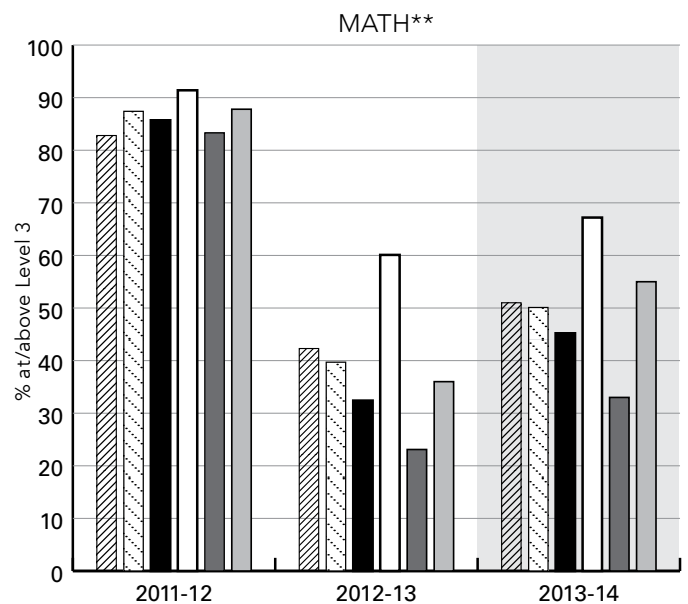
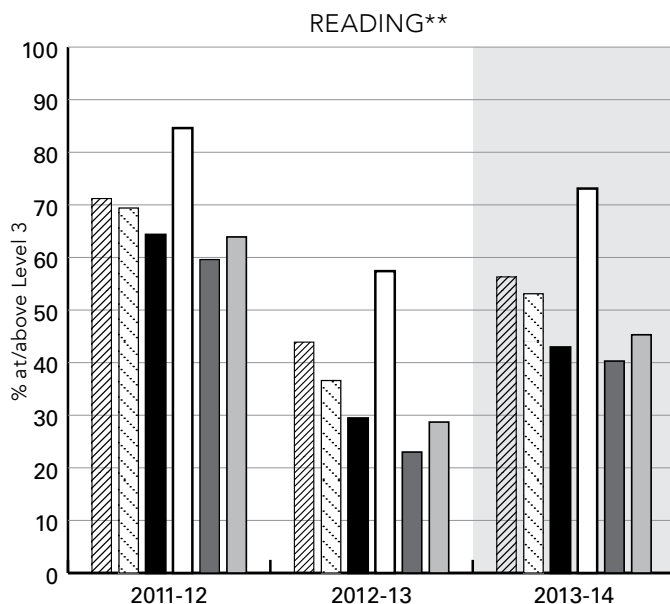


REGION 2

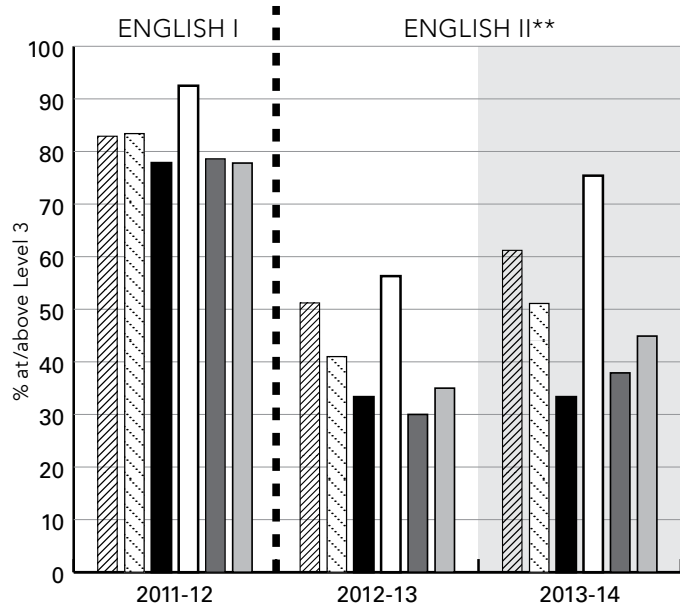
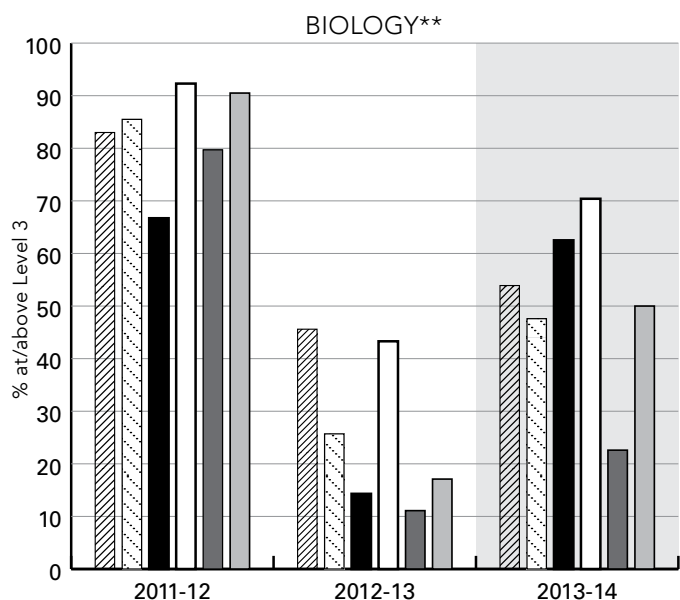
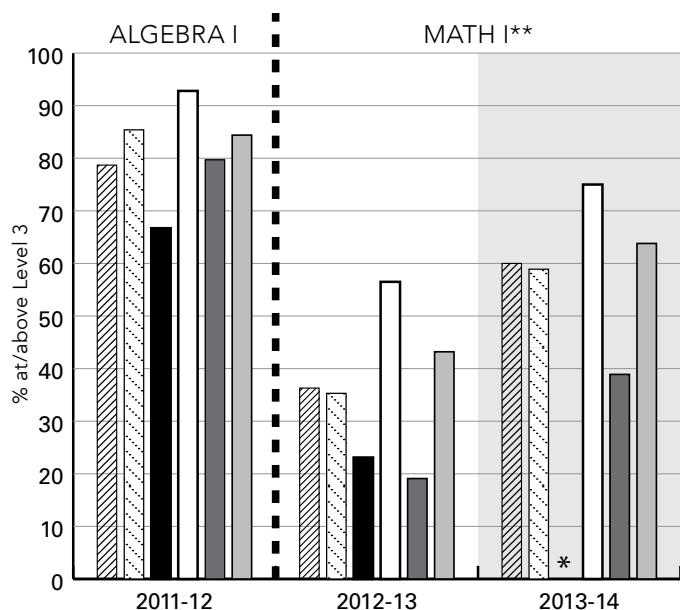
Clinton City Schools enroll 3,055 students, including 90 (3%) American Indians, mainly of the Coharie Tribe. The smallest of the school systems in the Title VII cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. The students in the district are behind the state in all EOG and EOC subjects. The district graduation rate is slightly higher, but the dropout rate is slightly lower. American Indians are below the district average in EOG reading and math. In Biology, American Indian students are ahead of the state, district, and other subgroups, except White students. American Indian students are slightly behind Black and Hispanic students in English II; however, sufficient data are not available for comparison of American Indian students in Math I, the cohort graduation rate or the dropout rate.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	69.4	64.3	84.6	59.6	63.9
2012-13	43.9	36.6	29.4	57.4	23.0	28.7
2013-14	56.3	53.1	42.9	73.1	40.3	45.3
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	87.4	85.7	91.4	83.3	87.8
2012-13	42.3	39.7	32.4	60.1	23.1	36.0
2013-14	51.0	50.1	45.2	67.2	33.0	55.0
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	85.4	66.7	92.8	79.7	84.4
2012-13	36.3	35.3	23.1	56.5	19.1	43.2
2013-14	60.0	58.9	*	75.0	38.9	63.8
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	85.5	66.7	92.3	79.7	90.5
2012-13	45.6	25.7	14.3	43.3	11.1	17.1
2013-14	53.9	47.6	62.5	70.4	22.6	50.0
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	83.4	77.8	92.5	78.6	77.8
2012-13	51.2	41.0	33.3	56.3	30.0	35.0
2013-14	61.2	51.1	33.3	75.4	37.9	44.9
4-Year Cohort Graduation Rate						
2011-12	80.4 ^a	81.9	87.5	91.3	75.6	75.8
2012-13	82.5	84.1	75.0	92.1	83.0	75.0
2013-14	83.9	84.7	*	90.6	76.8	86.2
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	2.64	n/a	n/a	3.59	4.76
2011-12	3.01	1.78	n/a	n/a	2.22	n/a
2012-13	2.45	2.29	n/a	n/a	2.06	n/a

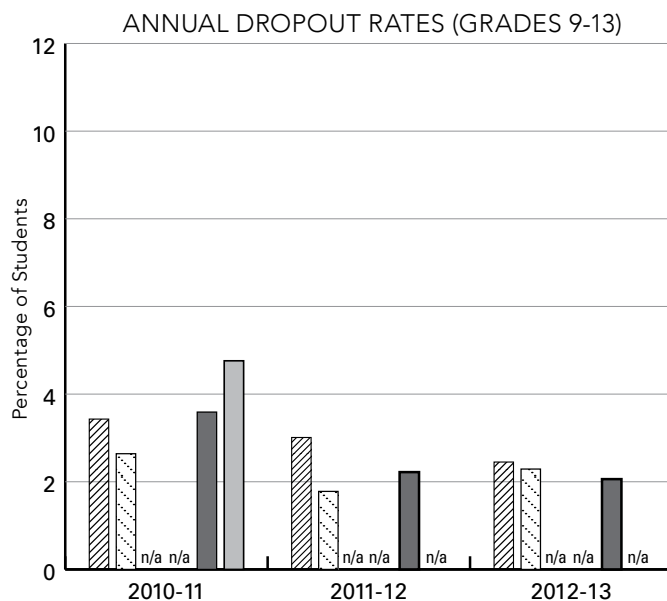
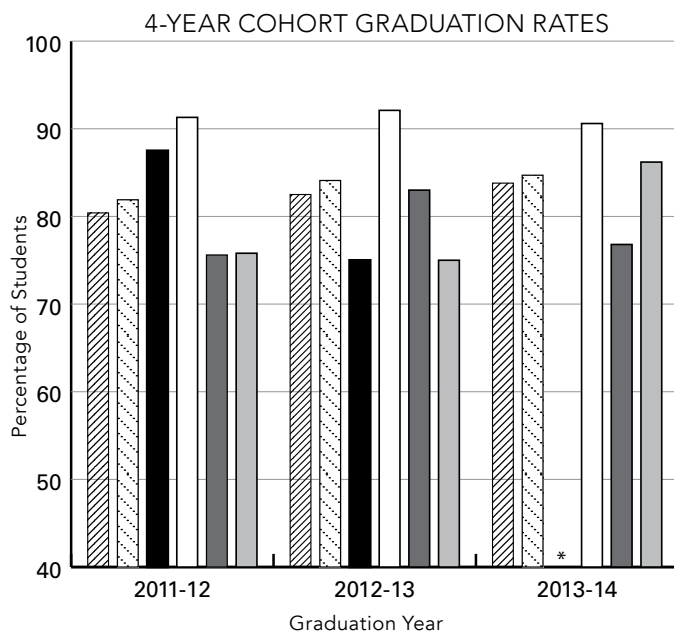
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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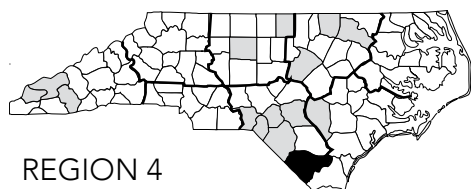
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COLUMBUS COUNTY

DISTRICT CONTACT: KENWOOD ROYAL
http://www.columbus.k12.nc.us

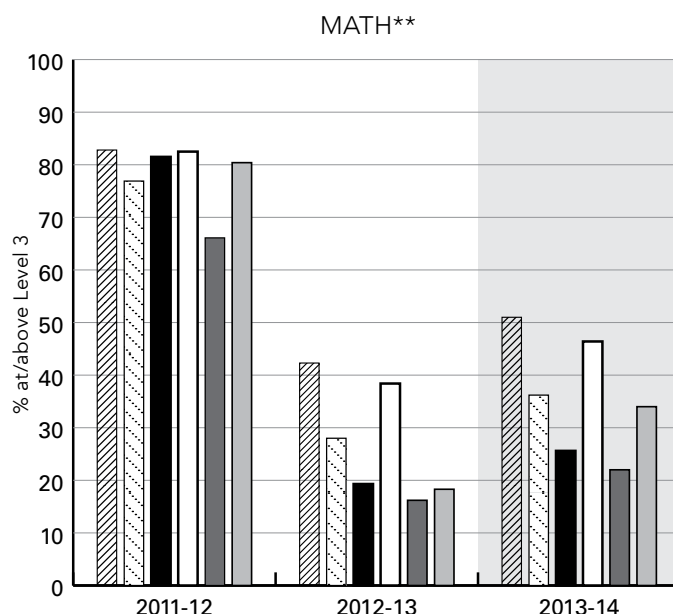
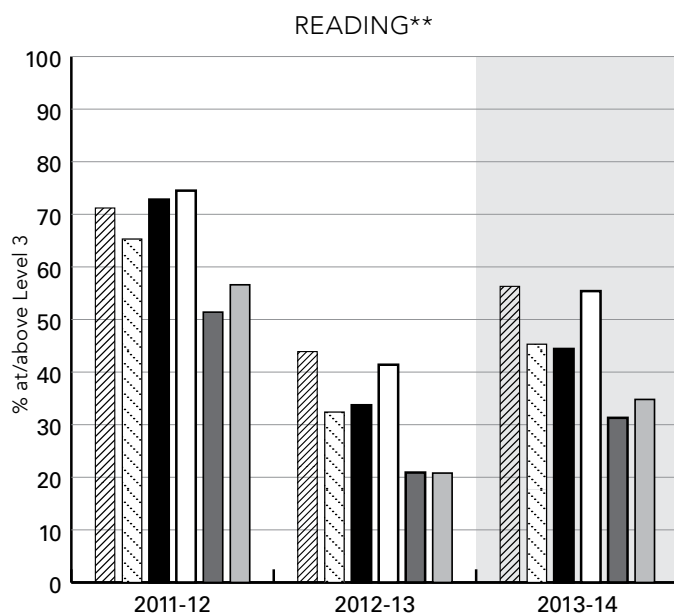


REGION 4

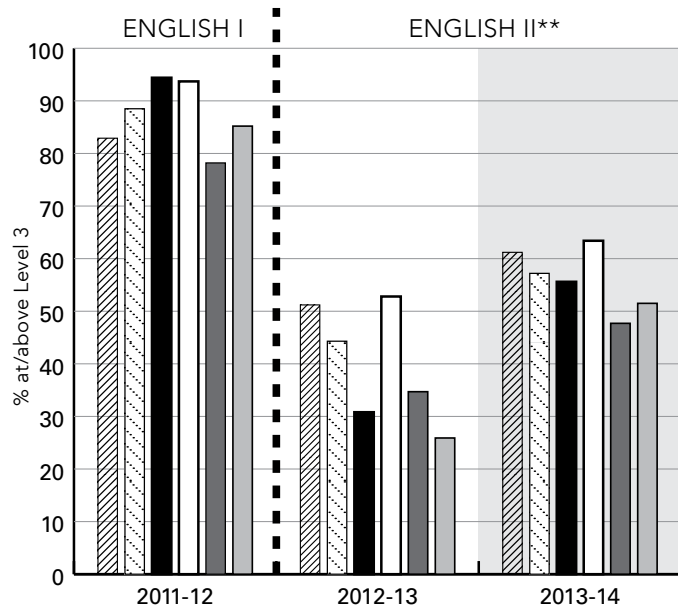
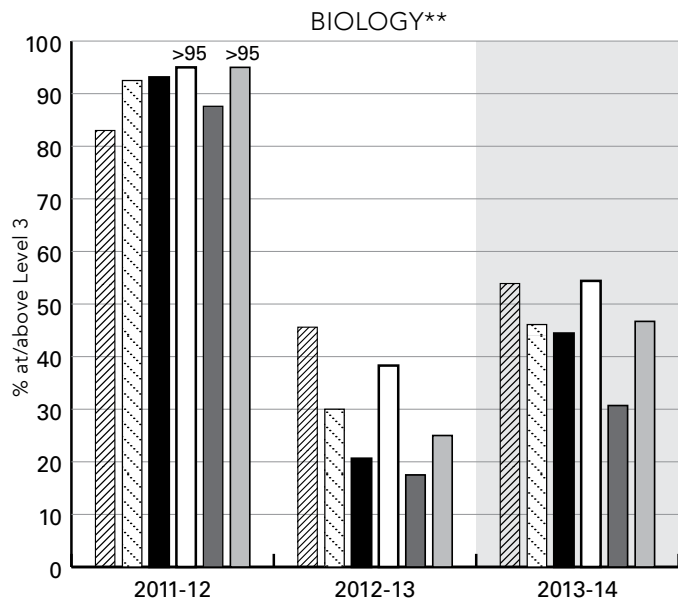
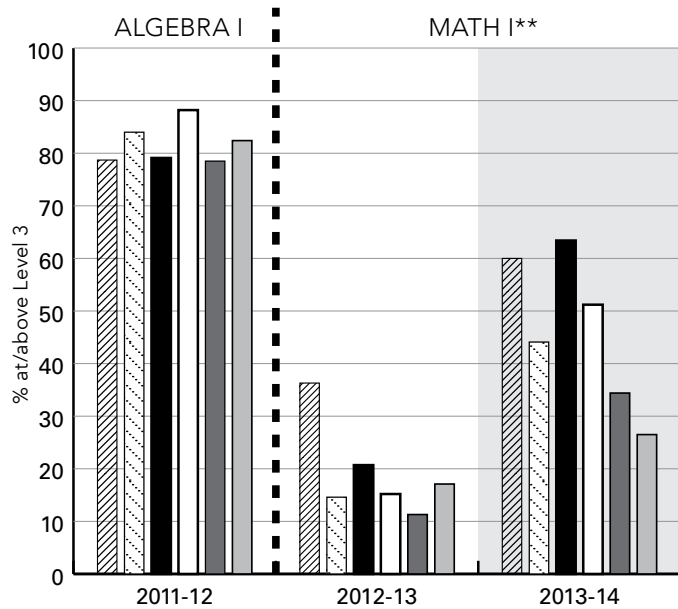
Columbus County Schools enroll 6,119 students, of whom 351 are American Indians (6%). The American Indian students are mainly of the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In EOG/EOC subjects, the district average is lower than the state average for the three EOCs and EOG reading and math. The percentage of American Indians proficient in EOG reading exceeds that for Black and Hispanic subgroups, but they trail White and Hispanic students in EOG math. The American Indian proficiency rate in Math I exceeds the rates for Whites, Blacks, Hispanics and the state as a whole. American Indians show a decrease in the 2013-14 cohort graduation rates. In Biology, American Indians lead Blacks, but lag behind Whites and Hispanics. More American Indians are proficient in English II than Hispanics and Blacks, but more Whites are proficient in English II than American Indians. The cohort graduation rate for American Indians surpasses the rates for Whites, Blacks, and Hispanics.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	65.3	72.8	74.5	51.4	56.6
2012-13	43.9	32.4	33.7	41.4	20.9	20.8
2013-14	56.3	45.3	44.4	55.4	31.3	34.8
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	76.9	81.5	82.5	66.1	80.4
2012-13	42.3	28.0	19.3	38.4	16.2	18.3
2013-14	51.0	36.2	25.6	46.4	22.0	34.0
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	84.0	79.1	88.2	78.5	82.4
2012-13	36.3	14.6	20.7	15.2	11.3	17.1
2013-14	60.0	44.1	63.4	51.2	34.4	26.5
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	92.5	93.1	>95	87.6	>95
2012-13	45.6	30.0	20.6	38.3	17.5	25.0
2013-14	53.9	46.1	44.4	54.4	30.7	46.7
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	88.5	94.4	93.7	78.2	85.2
2012-13	51.2	44.3	30.8	52.8	34.7	25.9
2013-14	61.2	57.2	55.6	63.4	47.7	51.5
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	81.2	91.2	80.3	83.8	56.5
2012-13	82.5	84.8	92.9	84.6	83.5	83.3
2013-14	83.9	82.7	88.9	84.5	83.7	41.7
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.46	n/a	3.47	3.03	8.26
2011-12	3.01	3.54	n/a	2.85	3.65	10.24
2012-13	2.45	2.65	n/a	2.45	2.73	7.50

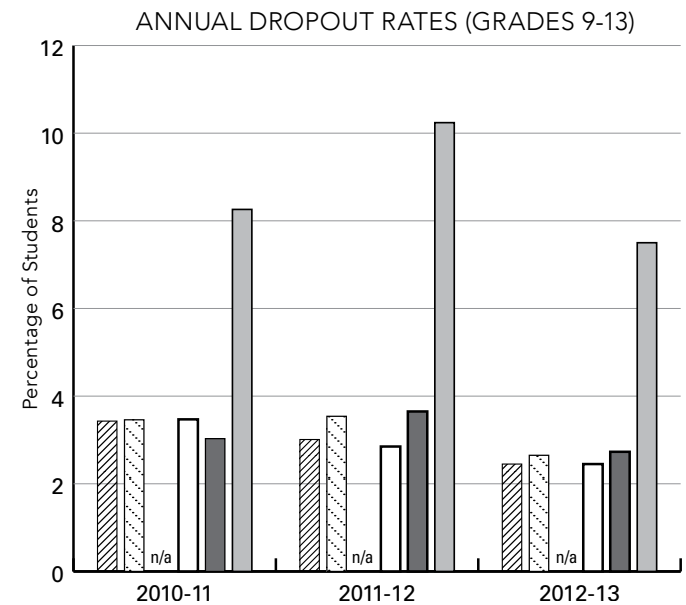
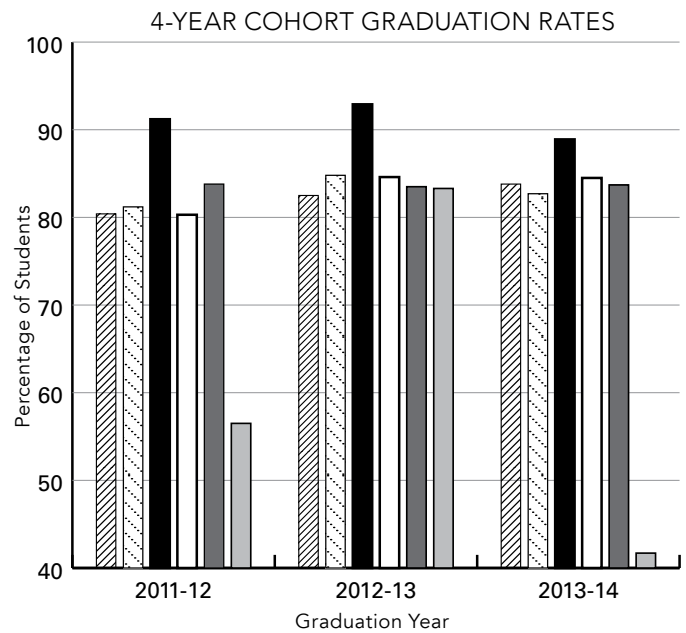
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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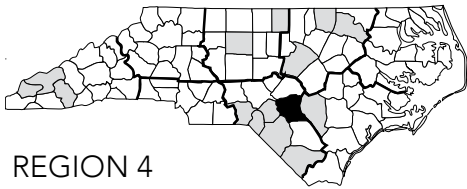
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CUMBERLAND COUNTY

DISTRICT CONTACT: DARLENE HOLMES RANSOM
http://ccs.k12.nc.us

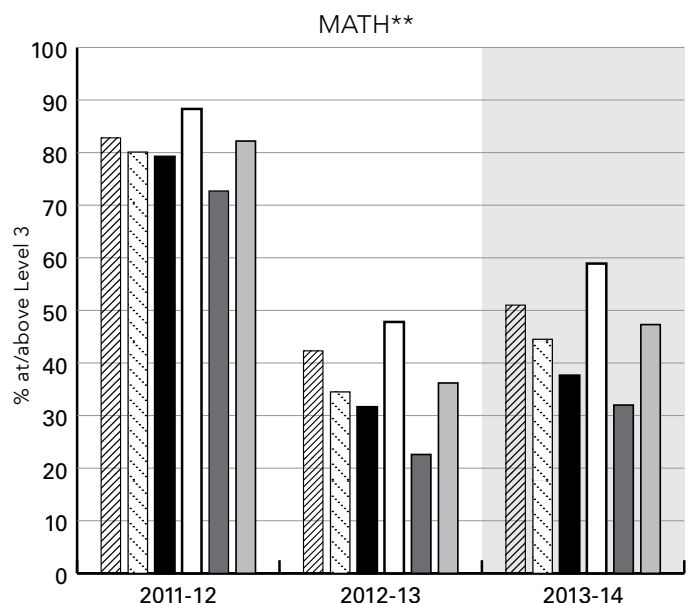
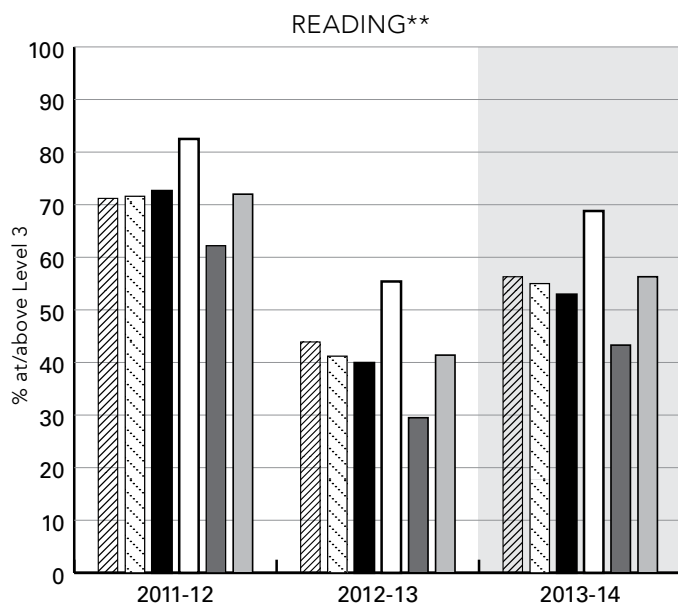


REGION 4

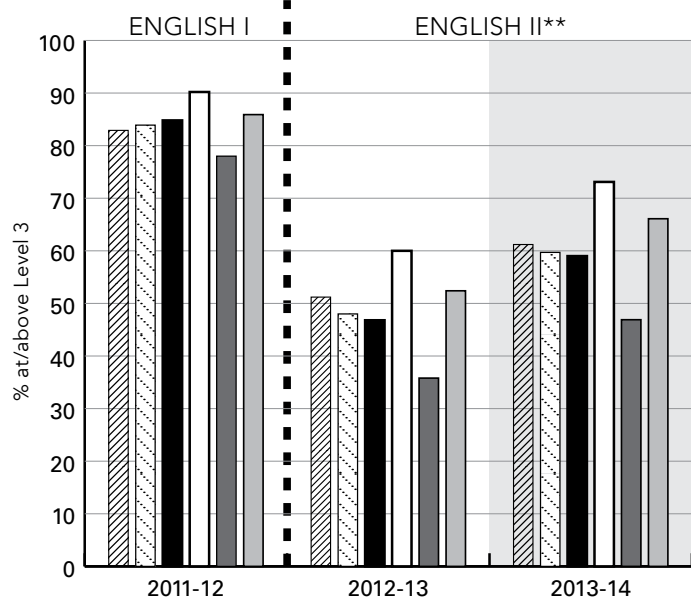
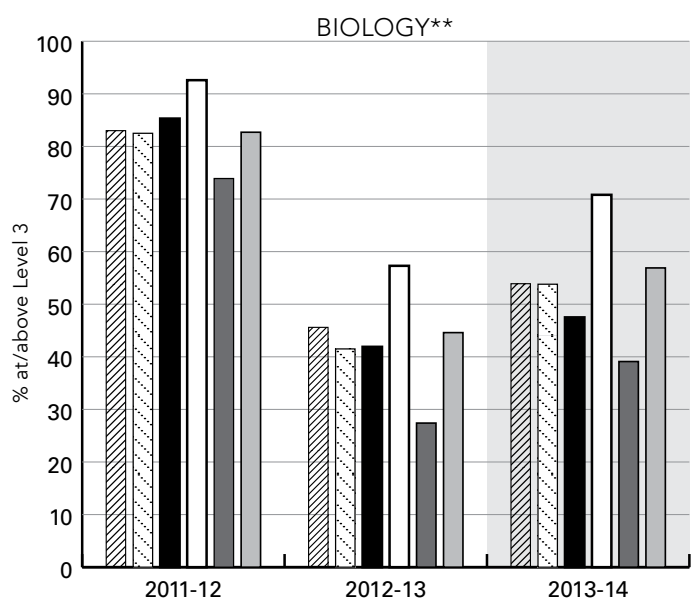
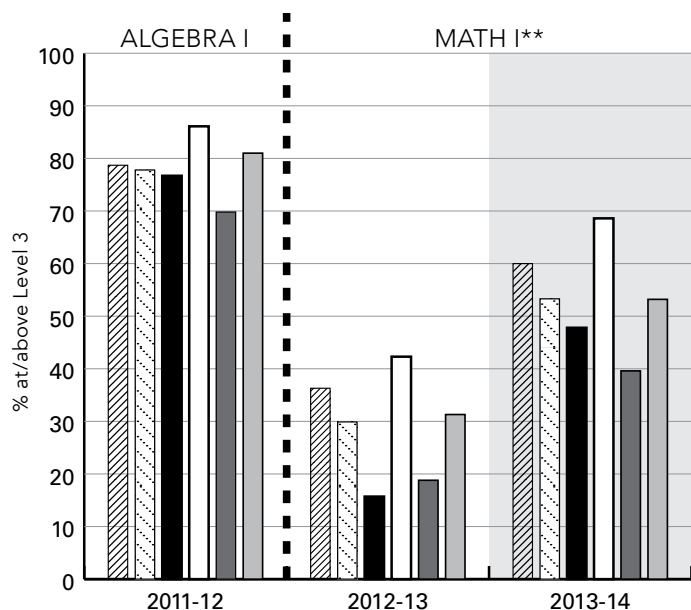
Cumberland County Schools serve an expansive military community, which adds to the diversity profile of the district. The enrollment is 51,471, including 965 American Indian students (2%) mainly of the Lumbee Tribe. The district operates 87 schools, including 15 high schools and two early colleges. The proficiency percentage for the district lags behind the state in the five EOG/EOC assessments. The district dropout rate also is lower than the state rate for 2012-13. In each EOG/EOC subject, the rate of proficiency among American Indian students is lower than the district proficiency rate. The dropout rate for American Indian students is higher than the district rate. American Indian students exceed their Black peers in all EOG/EOC subjects. Compared to the other subgroups, American Indians have the lowest graduation rate, except Blacks, and the highest dropout rate of all subgroups. American Indian students lag behind their White peers in each EOG/EOC subject.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	71.6	72.6	82.5	62.2	72.0
2012-13	43.9	41.2	39.9	55.4	29.5	41.4
2013-14	56.3	55.0	52.9	68.8	43.3	56.3
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	80.1	79.2	88.3	72.7	82.2
2012-13	42.3	34.5	31.6	47.8	22.6	36.2
2013-14	51.0	44.5	37.6	58.9	32.0	47.3
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	77.8	76.7	86.1	69.8	81.0
2012-13	36.3	29.9	15.7	42.3	18.8	31.3
2013-14	60.0	53.3	47.8	68.6	39.6	53.2
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	82.5	85.3	92.6	73.9	82.7
2012-13	45.6	41.5	41.9	57.3	27.4	44.6
2013-14	53.9	53.8	47.5	70.8	39.1	56.9
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	83.9	84.8	90.2	78.0	85.9
2012-13	51.2	48.0	46.8	60.0	35.8	52.4
2013-14	61.2	59.7	59.0	73.1	46.9	66.1
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	80.7	80.2	81.5	78.4	85.6
2012-13	82.5	81.7	72.2	82.9	80.0	84.6
2013-14	83.9	81.2	80.3	83.7	78.1	83.1
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.12	4.79	3.09	3.22	0.32
2011-12	3.01	2.63	4.49	2.94	2.65	2.09
2012-13	2.45	1.64	2.97	1.97	1.64	1.07

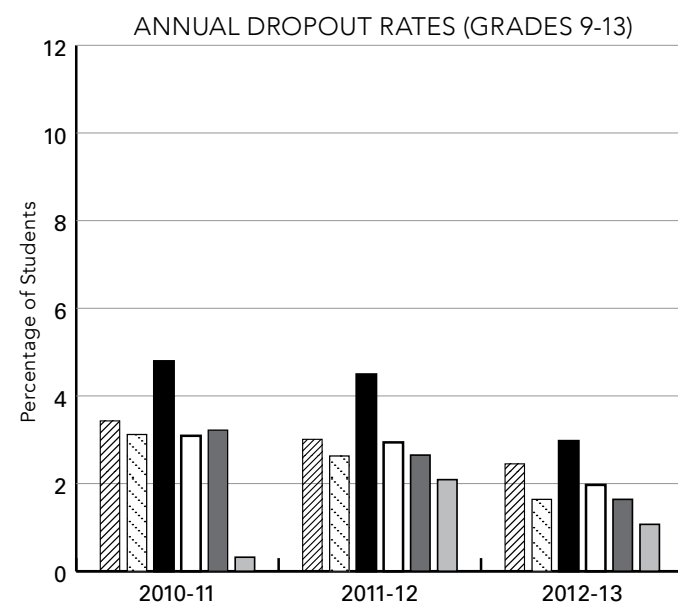
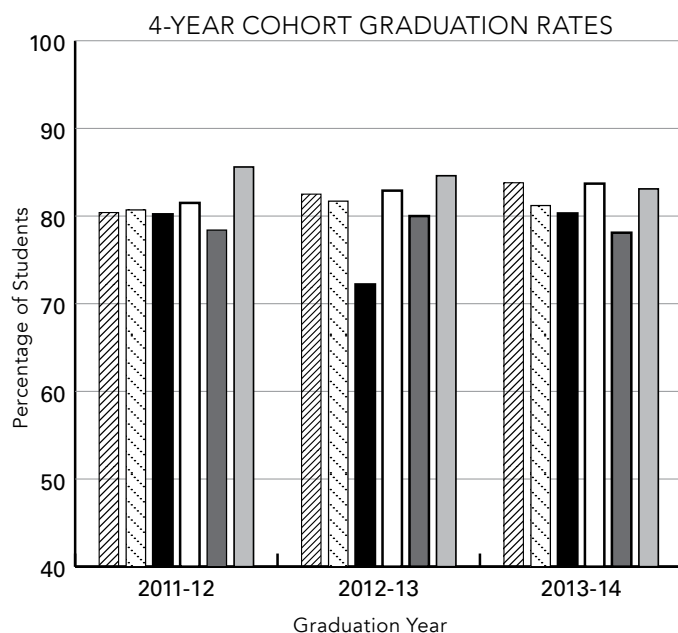
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

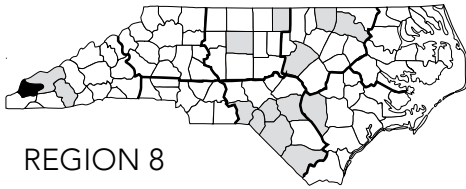
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

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Cautionary Note Regarding Comparisons:

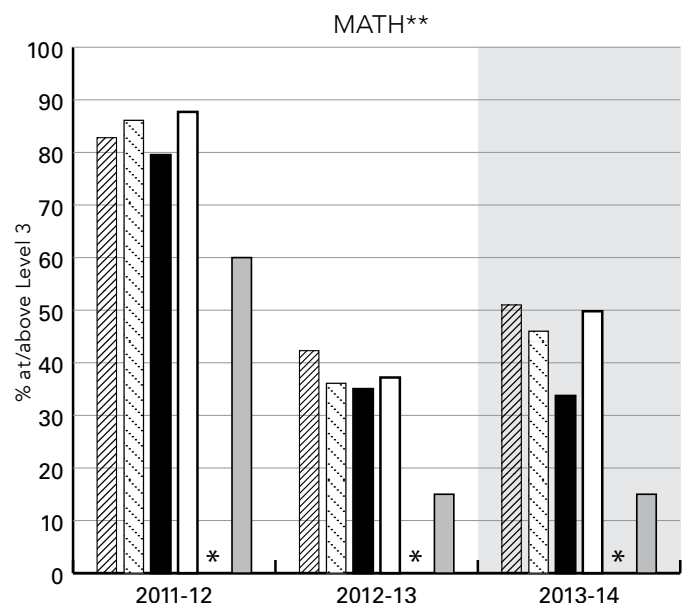
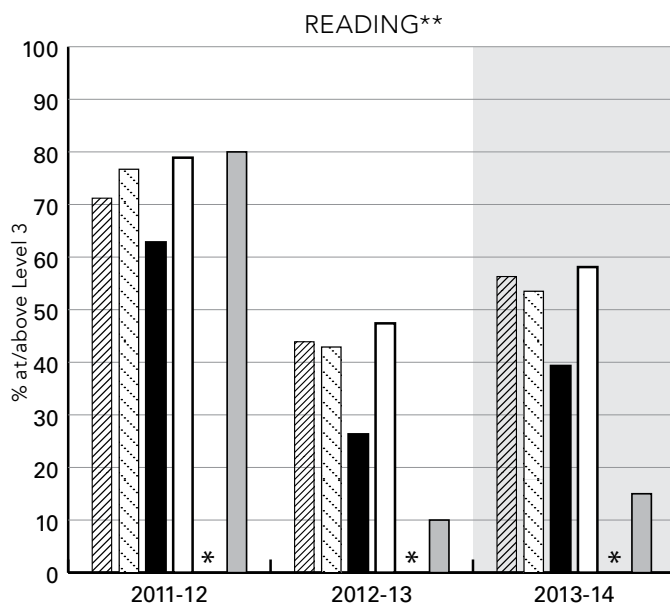
** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.



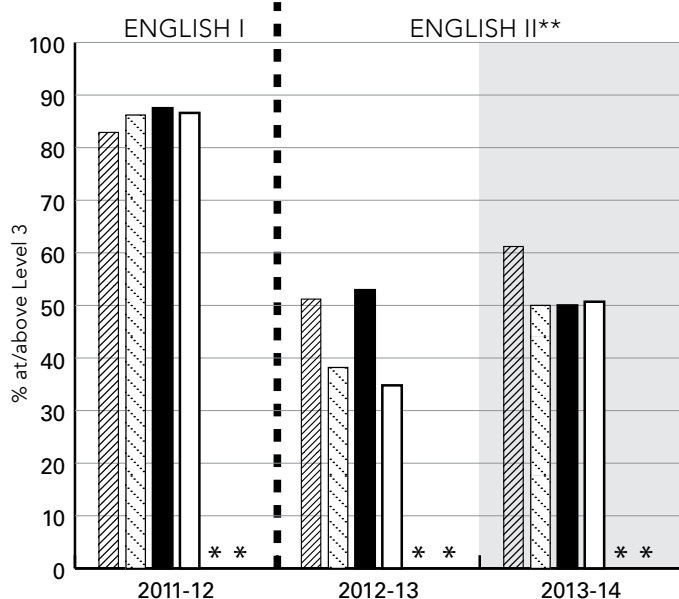
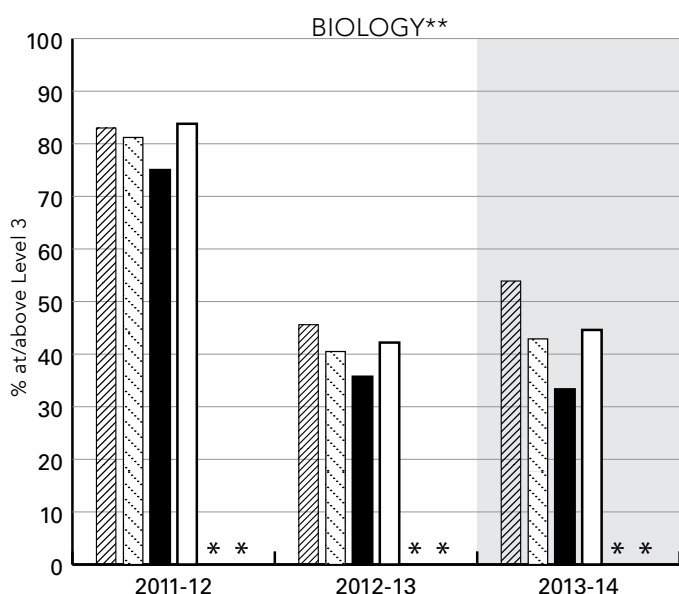
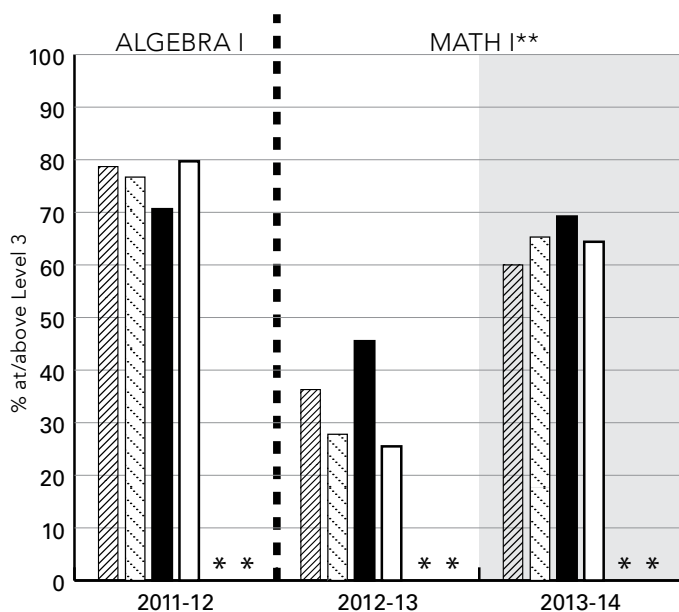
Located near the Qualla Boundary (Reservation of the Eastern Band of Cherokee), Graham County Schools enroll 1,188 students, including 181 American Indians (15%) mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. The district lags behind the state in proficiency rates on four of the five EOG/EOC assessments, and in the cohort graduation rate. In all but two EOG/EOC areas (English II and Math I), American Indian students are behind the district average in grade-level proficiency. Comparatively, American Indians are more proficient in EOG reading than Hispanic students. American Indian students lag behind their White peers in all other EOG/EOC subjects except Math I. The three-year data show a fluctuation in the percentage of American Indians completing high school

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	76.7	62.8	78.9	*	80.0
2012-13	43.9	42.9	26.3	47.4	*	10.0
2013-14	56.3	53.5	39.3	58.1	*	15.0
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	86.1	79.5	87.7	*	60.0
2012-13	42.3	36.1	35.0	37.2	*	15.0
2013-14	51.0	46.0	33.7	49.8	*	15.0
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	76.7	70.6	79.7	*	*
2012-13	36.3	27.8	45.5	25.5	*	*
2013-14	60.0	65.3	69.2	64.4	*	*
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	81.2	75.0	83.8	*	*
2012-13	45.6	40.5	35.7	42.2	*	*
2013-14	53.9	42.9	33.3	44.6	*	*
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	86.2	87.5	86.6	*	*
2012-13	51.2	38.2	52.9	34.8	*	*
2013-14	61.2	50.0	50.0	50.7	*	*
4-Year Cohort Graduation Rate						
2011-12	80.4>	93.6	>95	92.4	n/a	n/a
2012-13	82.5	86.5	90.9	86.7	n/a	n/a
2013-14	83.9	81.6	91.7	79.7	n/a	n/a
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	2.14	n/a	2.17	n/a	n/a
2011-12	3.01	2.49	n/a	2.64	n/a	n/a
2012-13	2.45	3.10	n/a	3.69	n/a	n/a

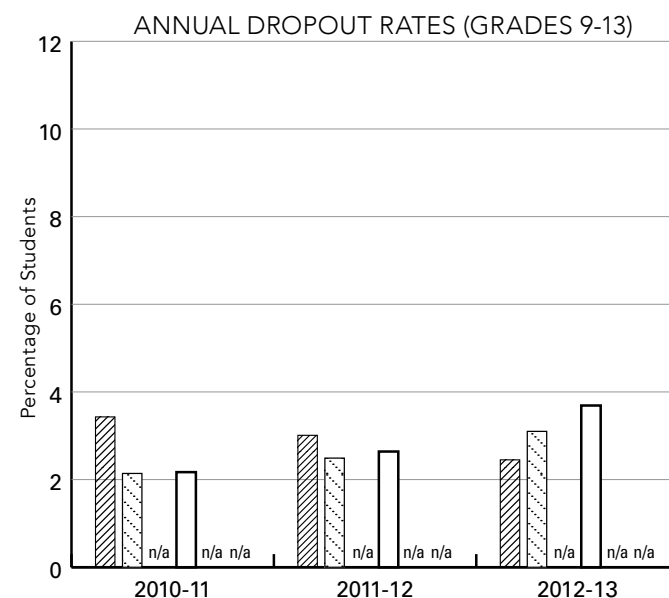
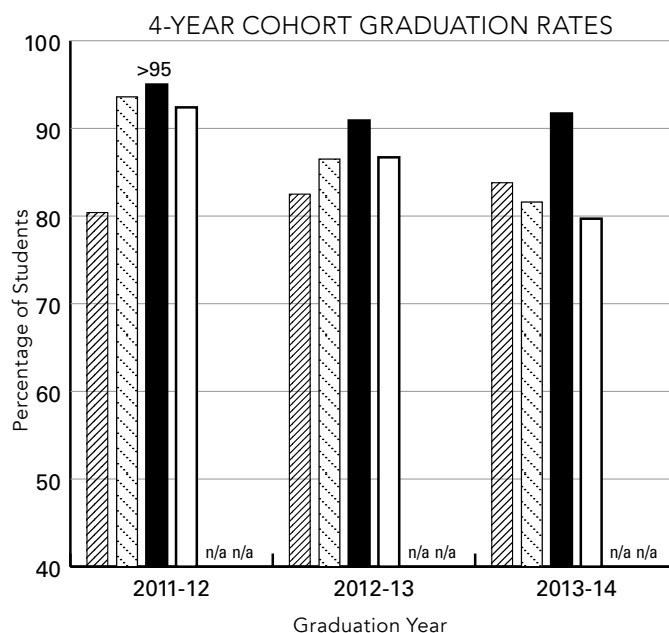
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

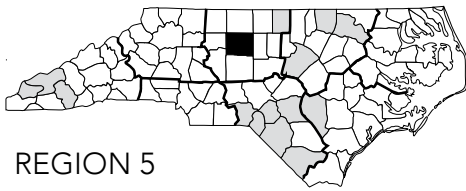
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Cautionary Note Regarding Comparisons:

** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

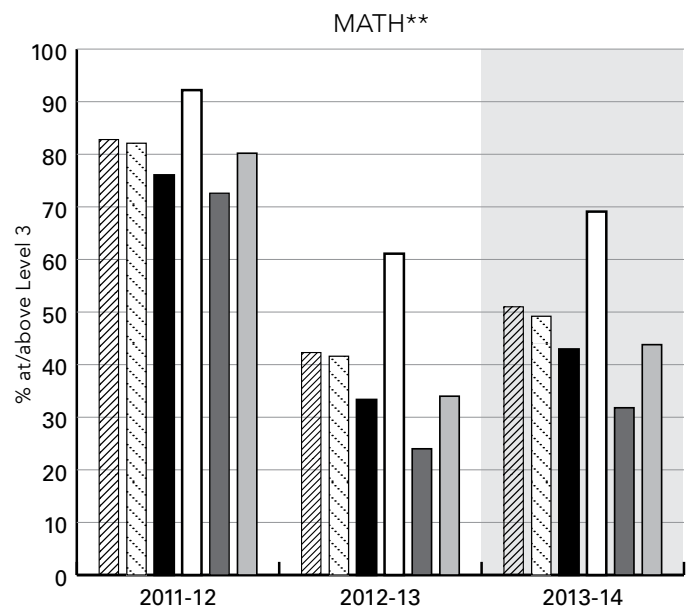
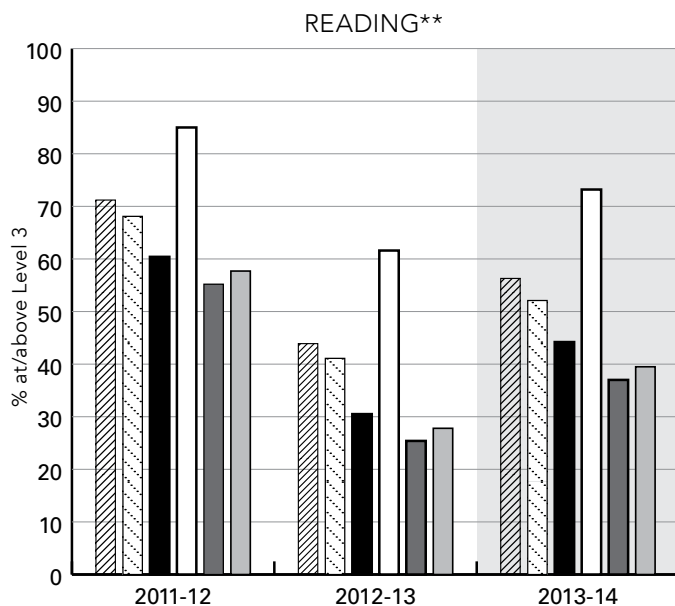


REGION 5

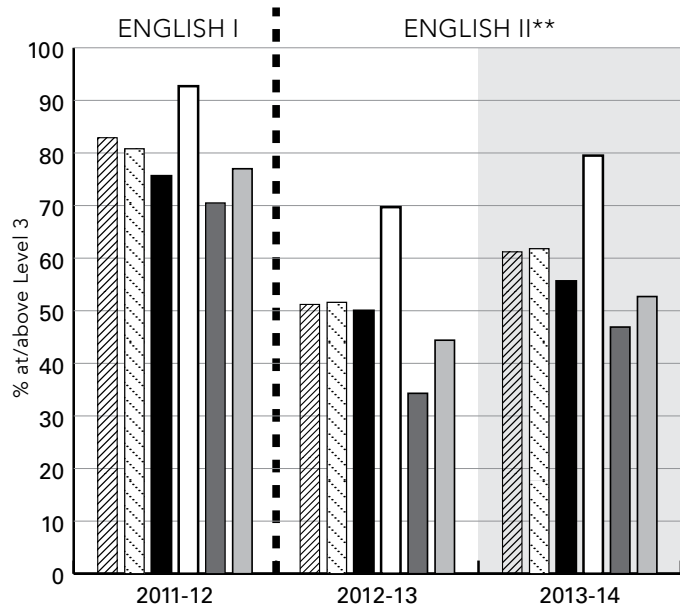
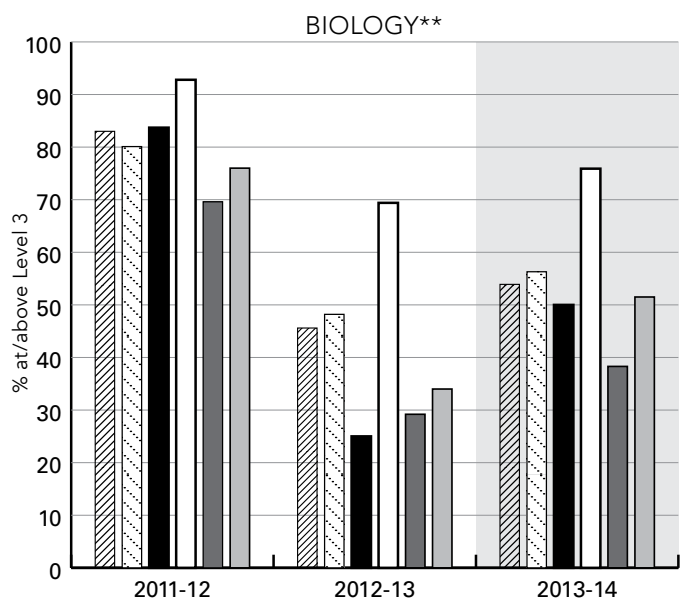
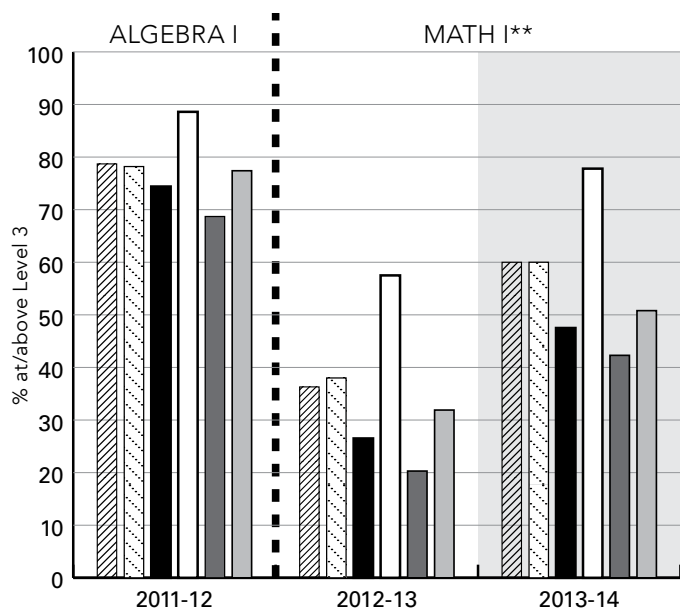
Guilford County Schools enroll 72,112 students, of whom 388 (0.5%) are American Indians representing both federal and state tribes. Guilford County operates 125 schools, including a myriad of magnet campuses. The percentage of proficient students in the district is lower than the rate for the state in EOG reading and math. However, district proficiency rates exceed the state in two EOC areas (Biology and English II), but the district is equal to the state in Math I. The district data show a noticeable gain in the cohort graduation rate and a decrease in the dropout rate for 2012-13. The percentage of proficient American Indian students in the five EOG/EOCs is lower than the district percentage. The American Indian cohort graduation rate shows a positive upward trend over the three year period; however, sufficient data are not available for comparison of the dropout rate for American Indian students. Academically, more American Indian students in this district are proficient than Black students in all EOC/EOG assessments, but they lag behind their White peers in all tested areas.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	68.1	60.4	85.0	55.2	57.7
2012-13	43.9	41.1	30.5	61.6	25.4	27.8
2013-14	56.3	52.1	44.2	73.2	37.0	39.5
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	82.1	76.0	92.2	72.6	80.2
2012-13	42.3	41.6	33.3	61.1	24.0	34.0
2013-14	51.0	49.2	42.9	69.1	31.8	43.8
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	78.2	74.4	88.6	68.7	77.4
2012-13	36.3	38.0	26.5	57.5	20.3	31.9
2013-14	60.0	60.0	47.5	77.8	42.3	50.8
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	80.1	83.7	92.8	69.6	76.0
2012-13	45.6	48.2	25.0	69.4	29.2	34.0
2013-14	53.9	56.3	50.0	75.9	38.3	51.5
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	80.8	75.6	92.7	70.5	77.0
2012-13	51.2	51.6	50.0	69.7	34.3	44.4
2013-14	61.2	61.8	55.6	79.5	46.9	52.7
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	84.5	63.2	90.4	81.2	78.1
2012-13	82.5	86.2	78.9	91.2	83.5	81.2
2013-14	83.9	88.5	83.3	91.8	86.9	82.5
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	2.71	1.38	1.78	3.46	5.10
2011-12	3.01	2.15	3.57	1.55	2.47	3.01
2012-13	2.45	2.07	n/a	1.49	2.41	2.95

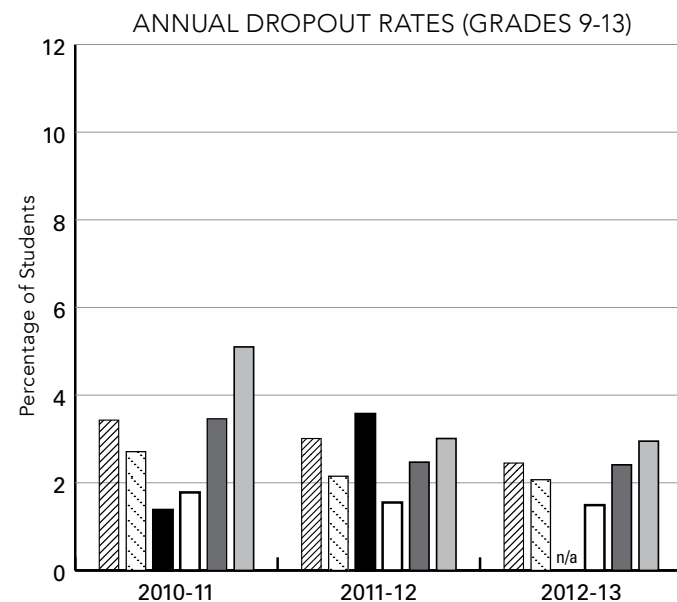
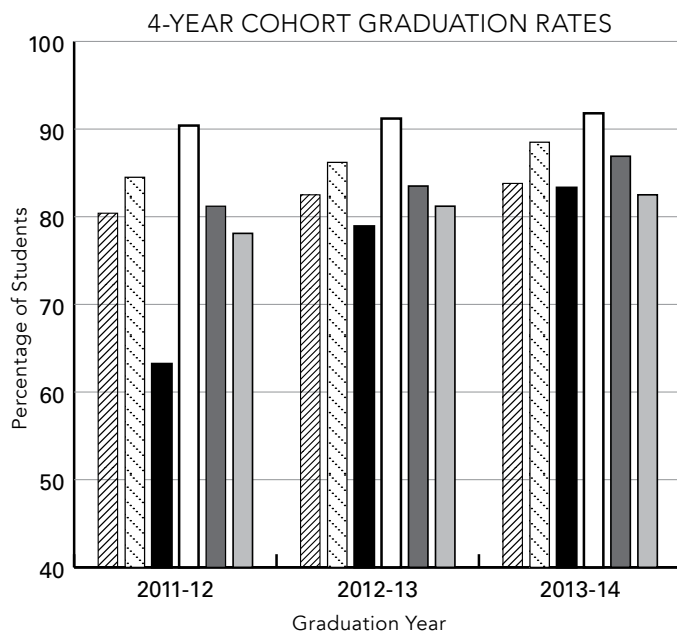
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

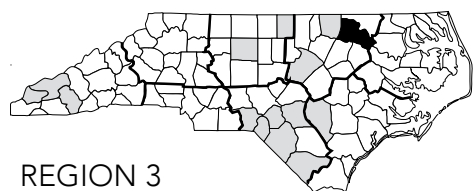
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Cautionary Note Regarding Comparisons:

** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

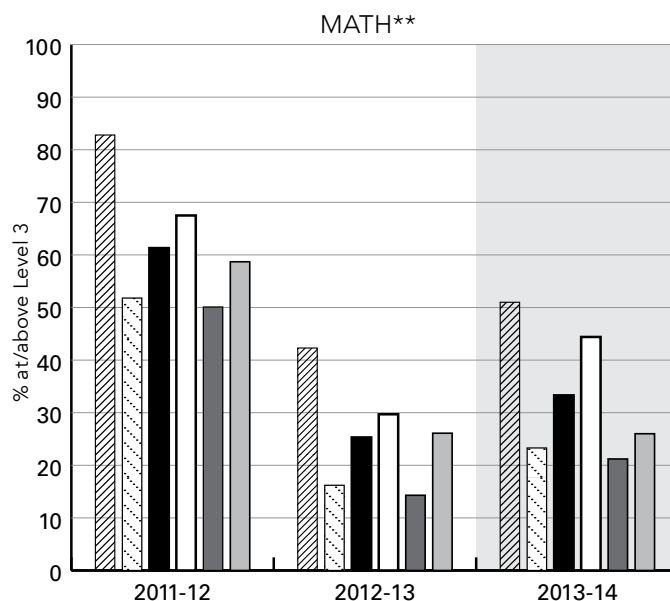
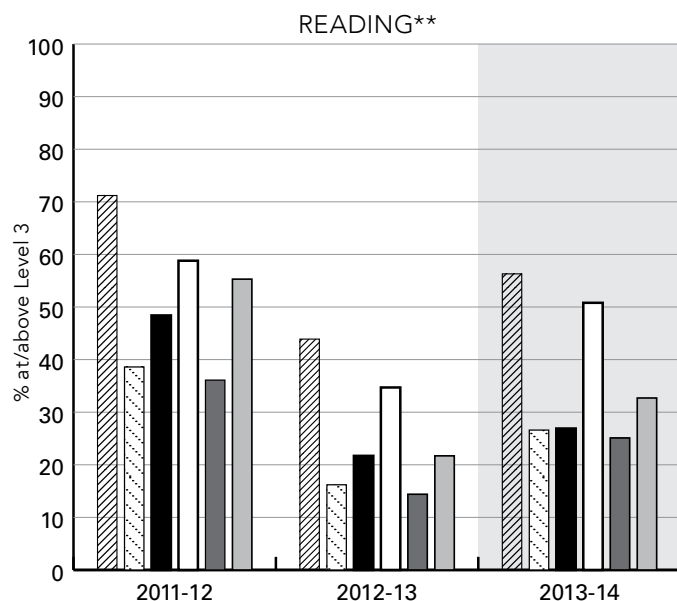


REGION 3

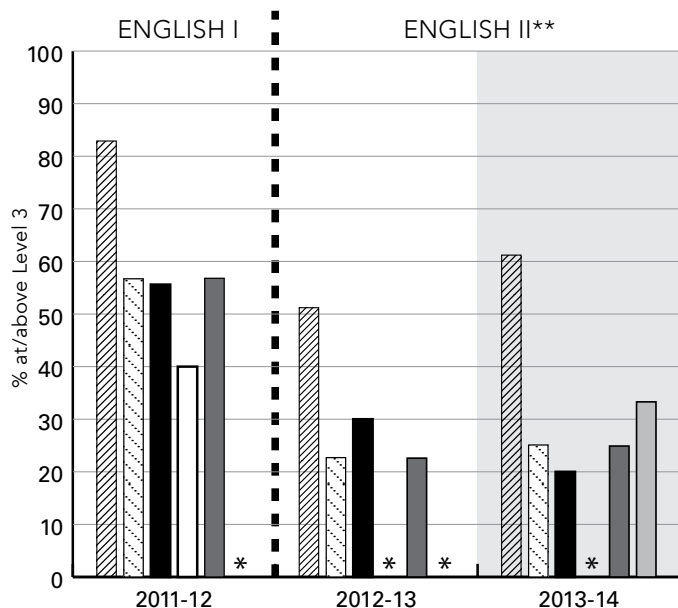
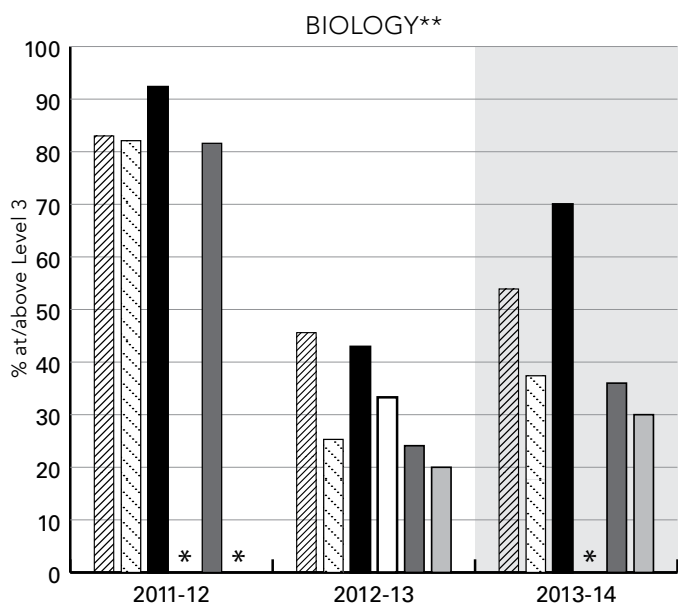
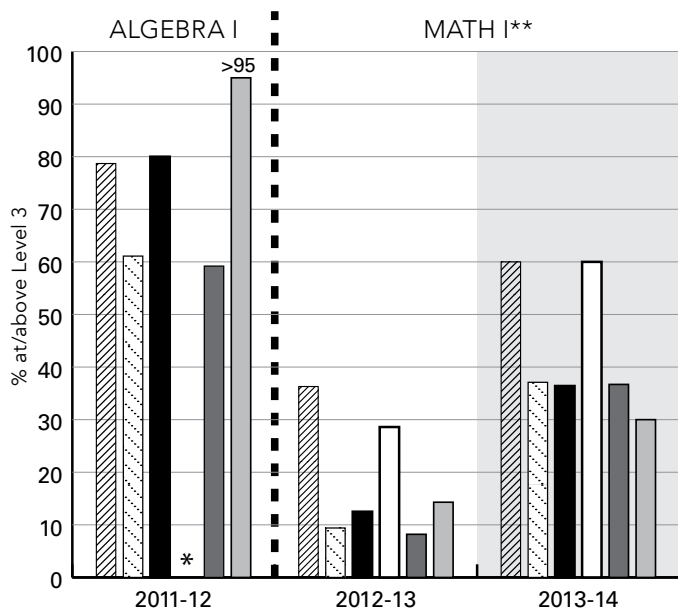
Halifax County Schools enroll 3,250 students, of whom 193 (6%) are American Indian, mostly of the Haliwa-Saponi Indian Tribe. Across the district are 11 campuses, including two high schools. For the EOG/EOC subjects, the district proficiency rates fall behind the state rates. The district cohort graduation rate also lags behind the state rate. The percentage of American Indian students who are proficient on the EOG/EOC areas exceeds the district, except in Math I and English II. American Indians exceed Black students in the EOG reading and math assessments. Where data are displayed, the percentages reveal that American Indian students in this district are not keeping up with their White peers in the EOG-tested areas. Sufficient data are not available for comparison of the dropout rate and the four-year graduation rate for American Indian students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	38.6	48.4	58.8	36.1	55.3
2012-13	43.9	16.2	21.7	34.7	14.4	21.7
2013-14	56.3	26.6	26.9	50.8	25.1	32.7
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	51.8	61.3	67.5	50.1	58.7
2012-13	42.3	16.2	25.3	29.7	14.3	26.1
2013-14	51.0	23.3	33.3	44.4	21.2	26.0
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	61.1	80.0	*	59.2	>95
2012-13	36.3	9.4	12.5	28.6	8.2	14.3
2013-14	60.0	37.1	36.4	60.0	36.7	30.0
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	82.1	92.3	*	81.6	*
2012-13	45.6	25.3	42.9	33.3	24.1	20.0
2013-14	53.9	37.4	70.0	*	36.0	30.0
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	56.7	55.6	40.0	56.8	*
2012-13	51.2	22.7	30.0	*	22.6	*
2013-14	61.2	25.1	20.0	*	24.9	33.3
4-Year Cohort Graduation Rate						
2011-12	80.4	75.5	60.0	*	77.5	83.3
2012-13	82.5	74.8	92.9	*	75.2	n/a
2013-14	83.9	74.6	n/a	*	76.7	n/a
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.68	n/a	n/a	3.77	n/a
2011-12	3.01	5.54	n/a	n/a	5.56	n/a
2012-13	2.45	3.11	n/a	n/a	2.96	n/a

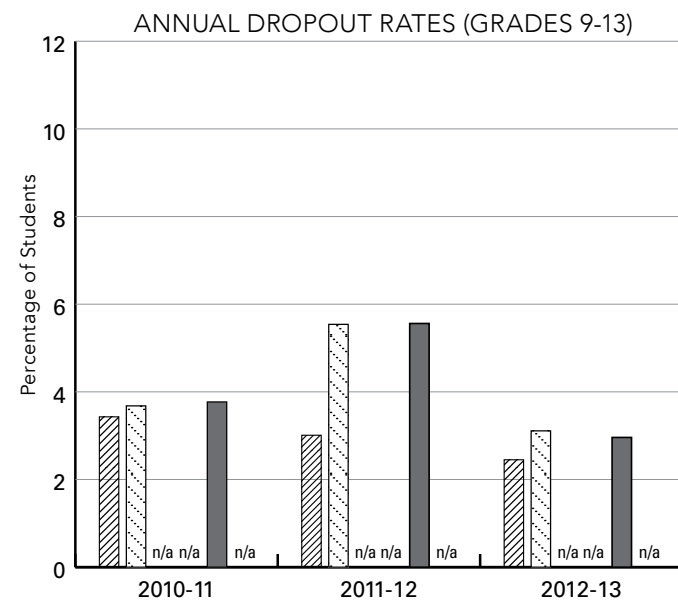
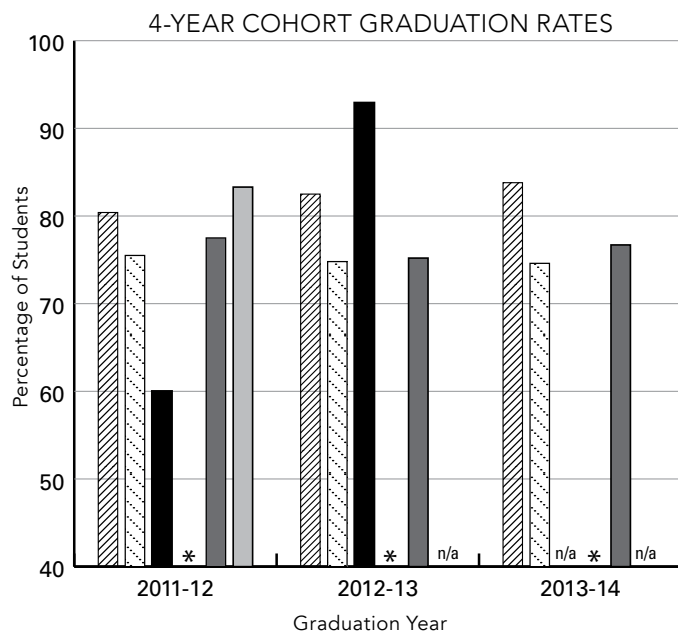
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

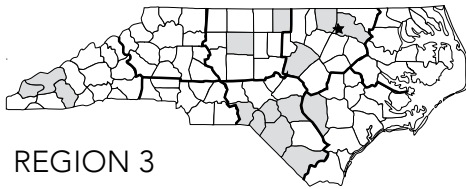
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Cautionary Note Regarding Comparisons:

** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

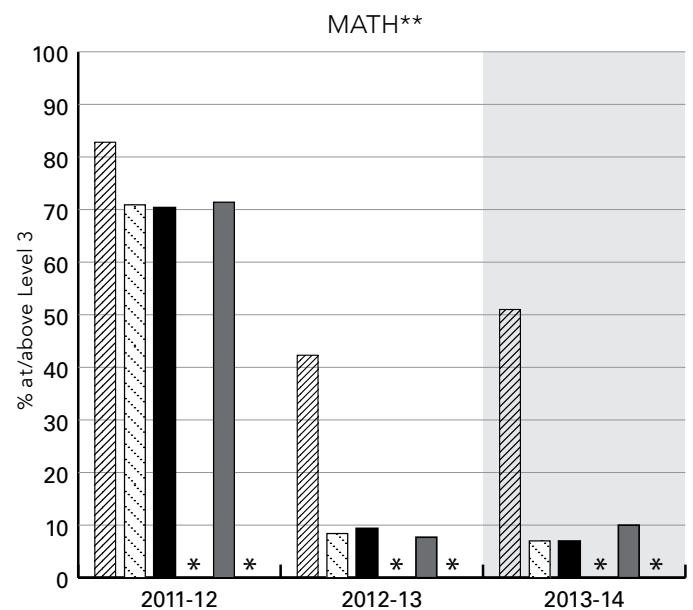
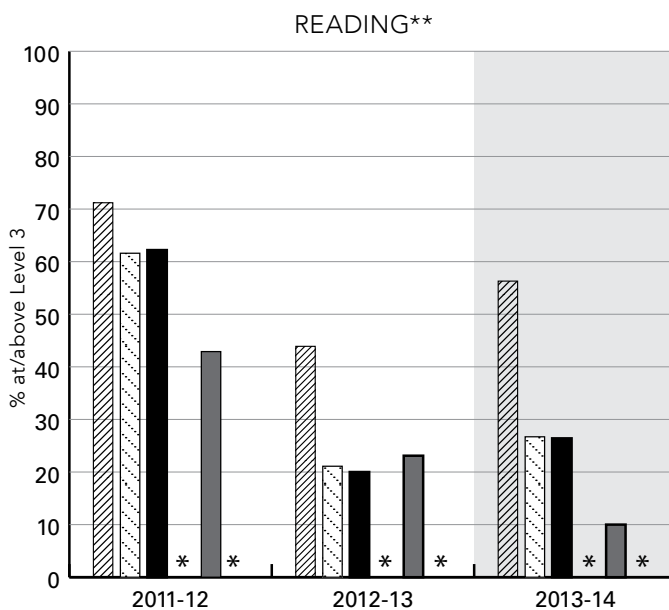


REGION 3

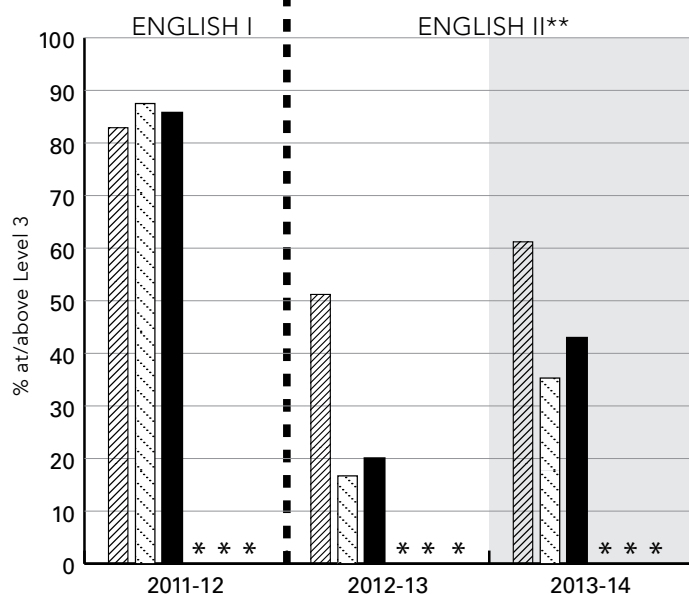
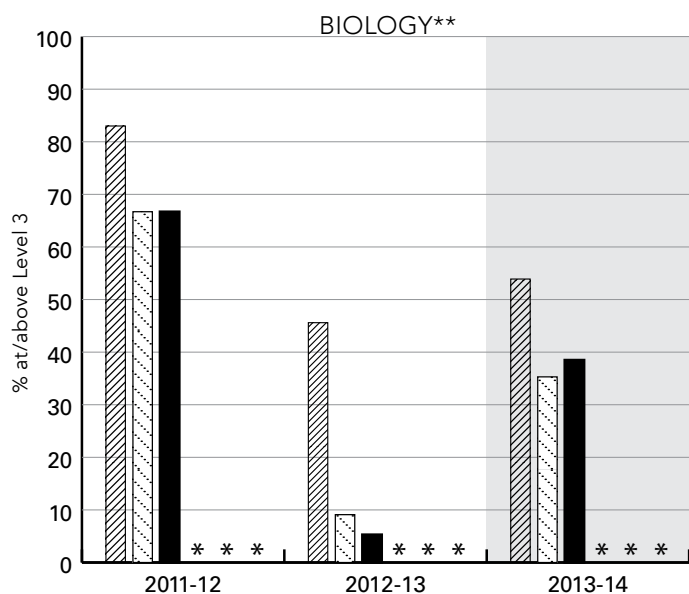
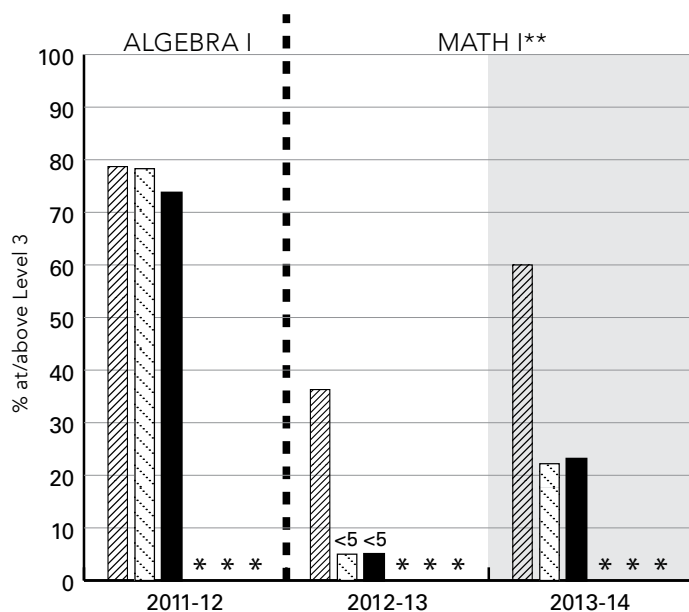
Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School enrolls 184 students, of whom many are members of the Haliwa-Saponi Tribe. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates the customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. The percent of proficient students in all EOG and EOC subjects is markedly lower than that for the state. However, the percent of proficient American Indian students in all EOCs is higher than the percent for the school. The school's four-year cohort graduation rate for American Indian students is lower than the school's average rate; however, sufficient data are not available for comparison of the dropout rate.

Year	State	Charter School	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	61.6	62.2	*	42.9	*
2012-13	43.9	21.1	20.0	*	23.1	*
2013-14	56.3	26.7	26.4	*	10.0	*
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	70.9	70.3	*	71.4	*
2012-13	42.3	8.4	9.3	*	7.7	*
2013-14	51.0	7.0	6.9	*	10.0	*
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	78.3	73.7	*	*	*
2012-13	36.3	<5	<5	*	*	*
2013-14	60.0	22.2	23.1	*	*	*
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	66.7	66.7	*	*	*
2012-13	45.6	9.1	5.3	*	*	*
2013-14	53.9	35.3	38.5	*	*	*
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	87.5	85.7	*	*	*
2012-13	51.2	16.7	20.0	*	*	*
2013-14	61.2	35.3	42.9	*	*	*
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	72.7	77.8	n/a	n/a	n/a
2012-13	82.5	*	*	n/a	n/a	n/a
2013-14	83.9	83.3	80.0	n/a	n/a	n/a
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	2.89	n/a	n/a	n/a	n/a
2011-12	3.01	*	n/a	n/a	n/a	n/a
2012-13	2.45	*	n/a	n/a	n/a	n/a

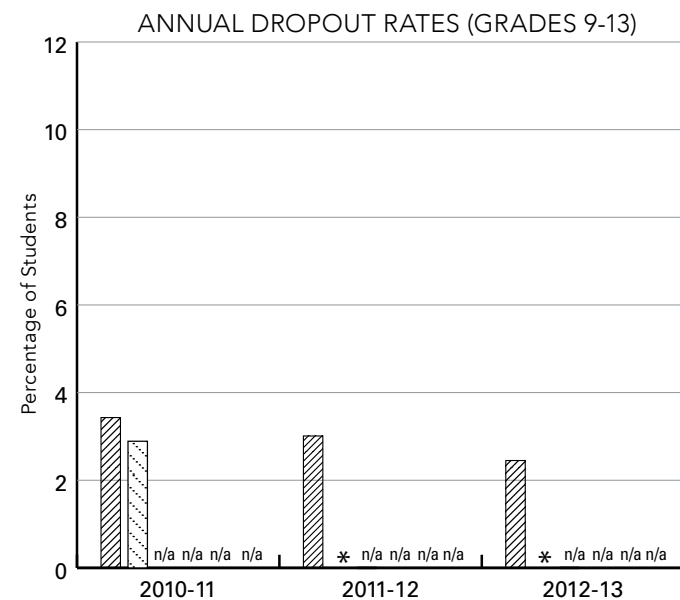
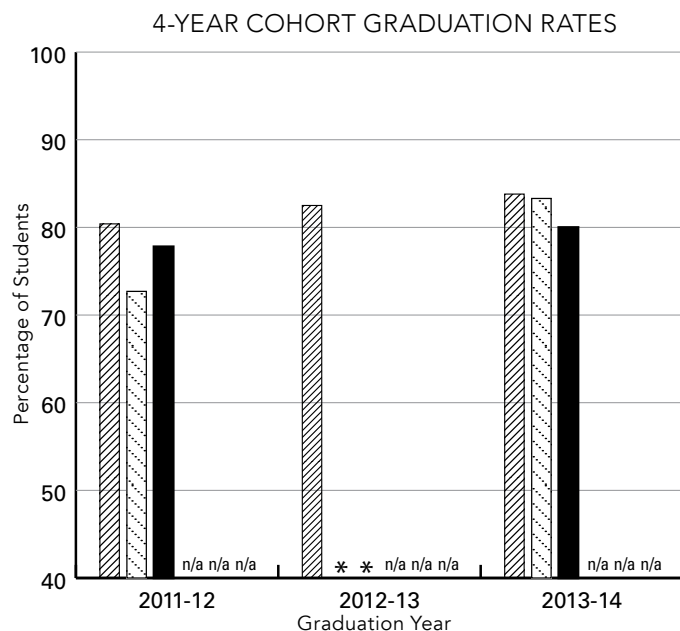
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

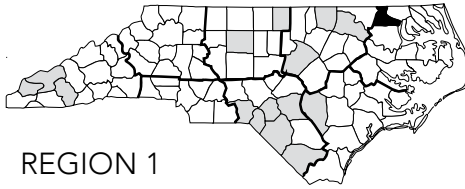
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

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Cautionary Note Regarding Comparisons:

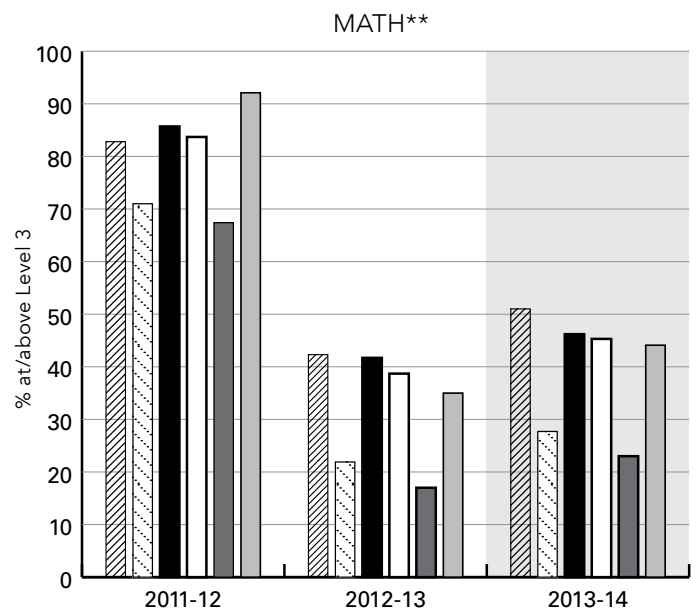
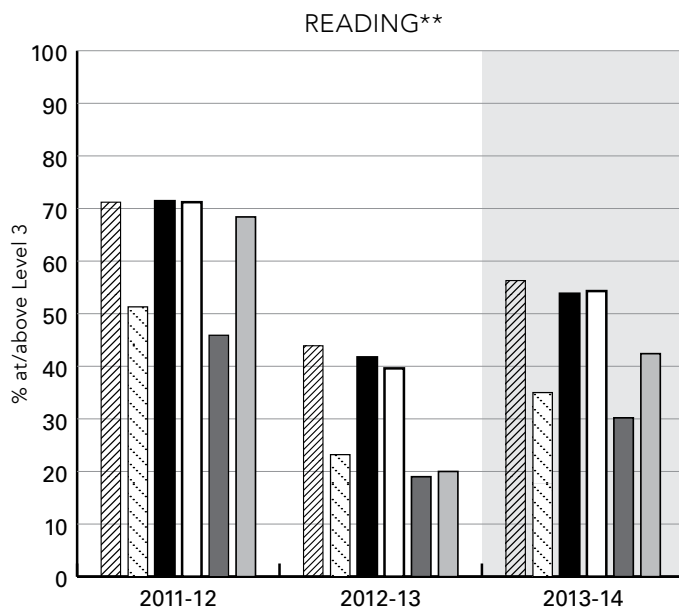
** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.



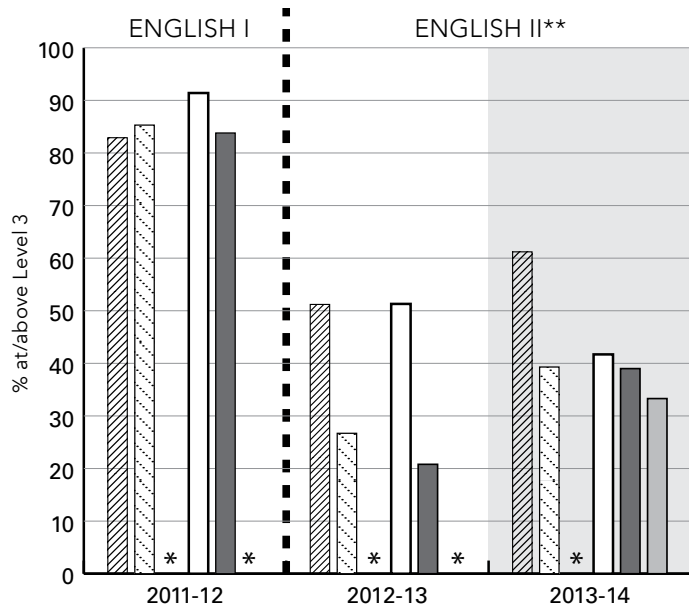
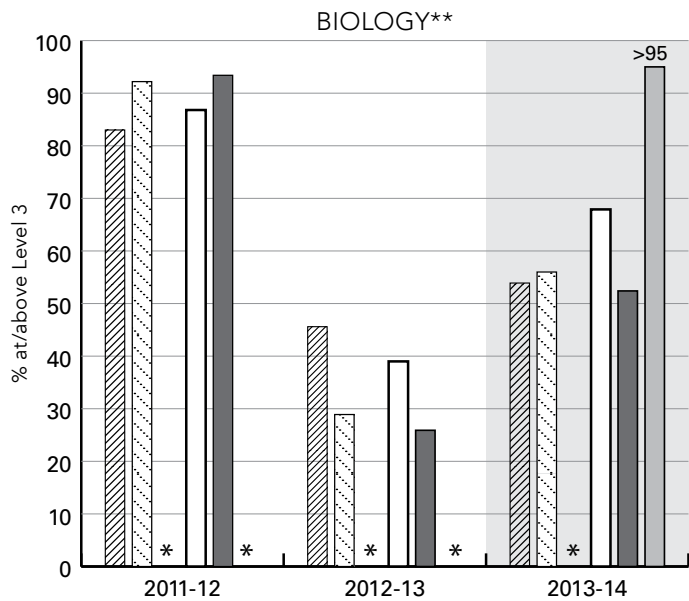
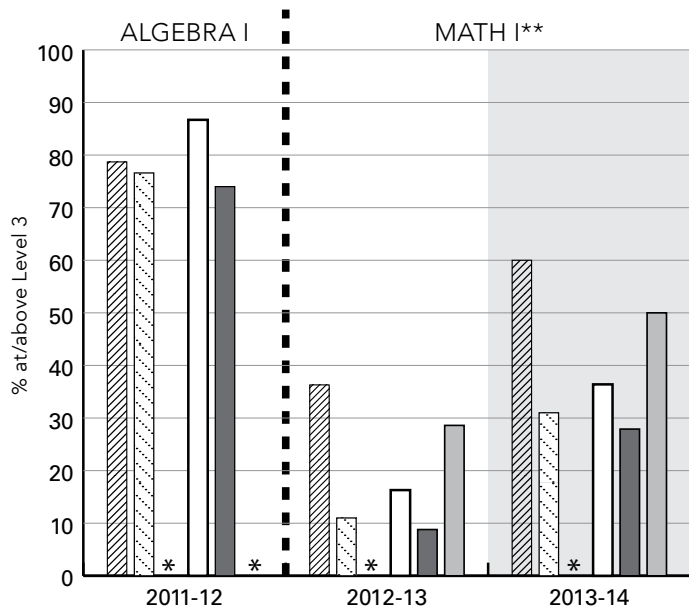
Hertford County Schools enroll approximately 3,060 students, of whom 20 (0.7%) identify as American Indian, mainly of the Meherrin Tribe, a native culture indigenous to Hertford, Bertie, Gates, and Northampton counties. The district operates seven schools, including two high schools and one early college. The district proficiency rates lag behind the state rates in all EOG/EOC subjects, except Biology. The cohort graduation rate for the state is slightly ahead of the district rate; however, the dropout rates for the district and the state are about the same. For the EOG math, the proficiency rate for American Indian students exceeds the rates for White, Black and Hispanic subgroups, but White students are slightly ahead in EOG reading.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	51.3	71.4	71.2	45.9	68.4
2012-13	43.9	23.2	41.7	39.6	19.0	20.0
2013-14	56.3	35.0	53.8	54.3	30.2	42.4
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	71.0	85.7	83.7	67.4	92.1
2012-13	42.3	21.9	41.7	38.7	17.0	35.0
2013-14	51.0	27.7	46.2	45.3	23.0	44.1
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	76.6	*	86.7	74.0	*
2012-13	36.3	11.0	*	16.3	8.8	28.6
2013-14	60.0	31.0	*	36.4	27.9	50.0
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	92.2	*	86.8	93.4	*
2012-13	45.6	28.9	*	39.0	25.9	*
2013-14	53.9	56.0	*	67.9	52.4	>95
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	85.3	*	91.4	83.8	*
2012-13	51.2	26.7	*	51.3	20.8	*
2013-14	61.2	39.3	*	41.7	39.0	33.3
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	79.9	n/a	61.9 ^{>}	82.2 ^{>}	n/a
2012-13	82.5	82.6	n/a	80.5	82.7	n/a
2013-14	83.9	76.0	n/a	58.5	81.4	62.5
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	2.32	n/a	3.47	2.19	n/a
2011-12	3.01	1.40	n/a	3.60	1.04	n/a
2012-13	2.45	2.43	n/a	5.59	1.72	n/a

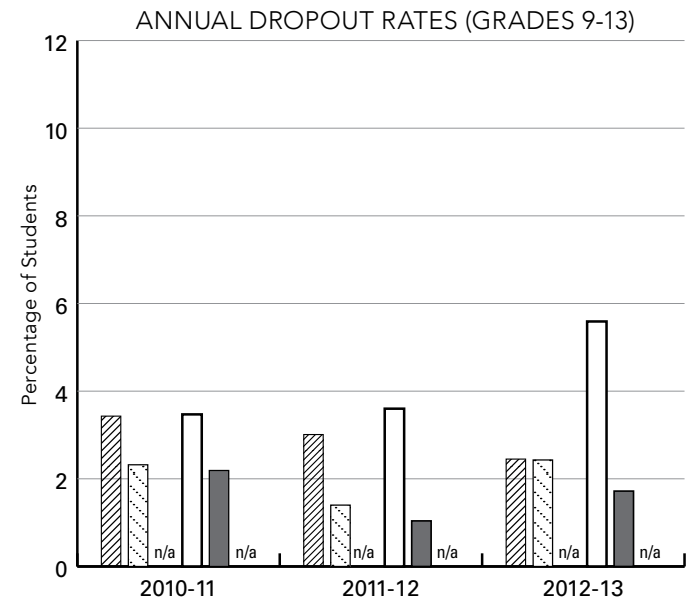
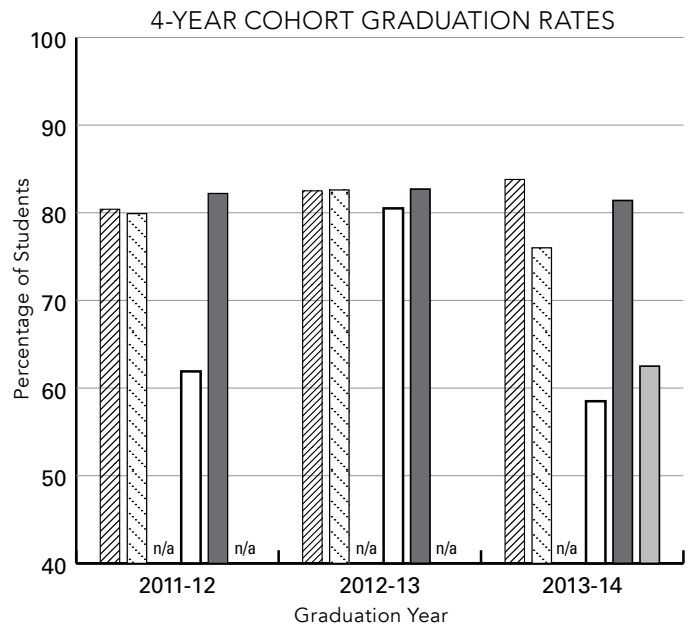
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

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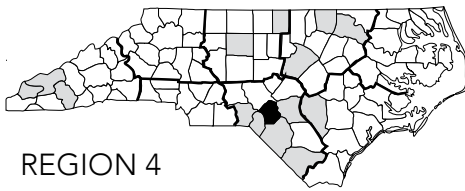
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Cautionary Note Regarding Comparisons:

** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

HOKE COUNTY

DISTRICT CONTACT: ELIZABETH MITCHELL
http://www.hcs.k12.nc.us

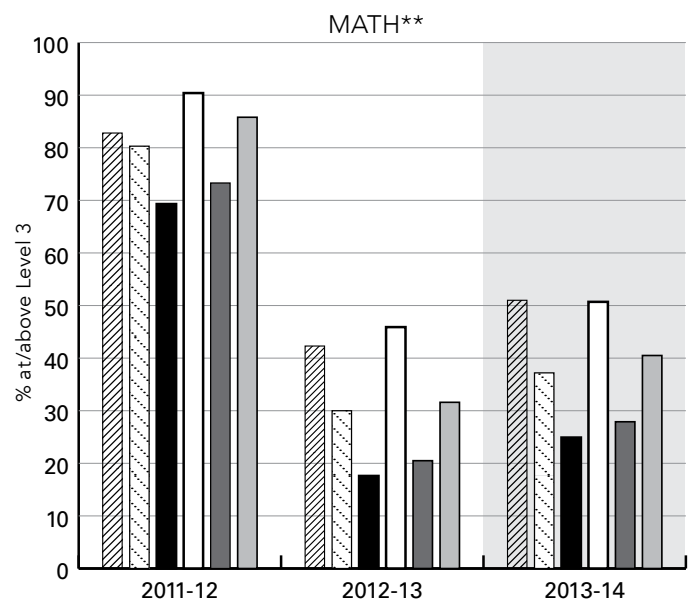
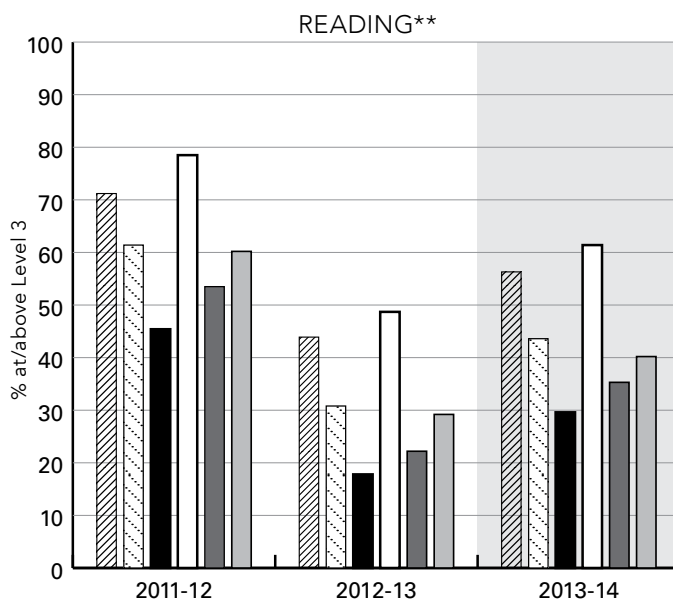


REGION 4

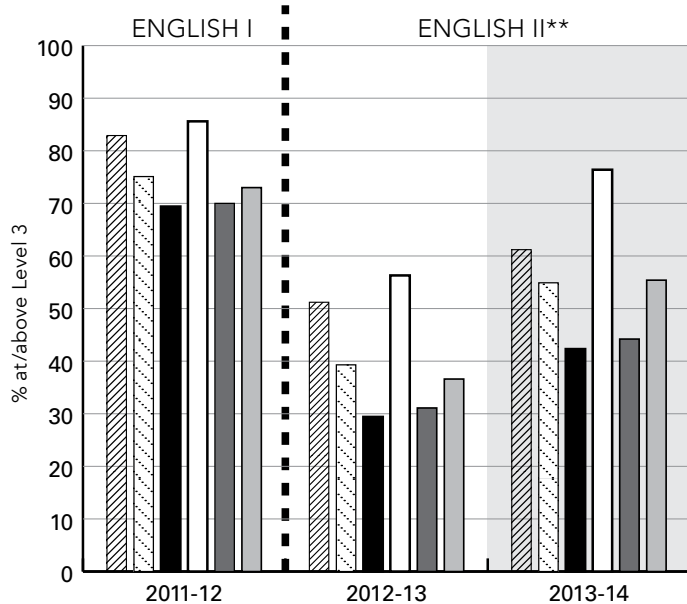
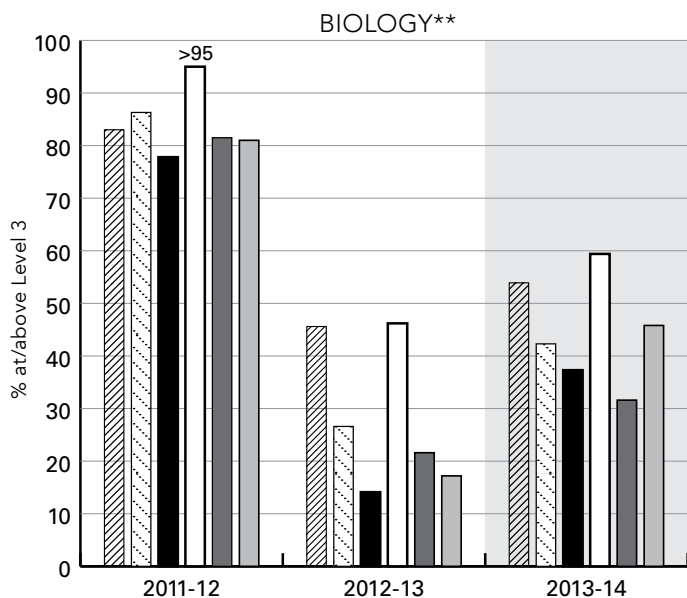
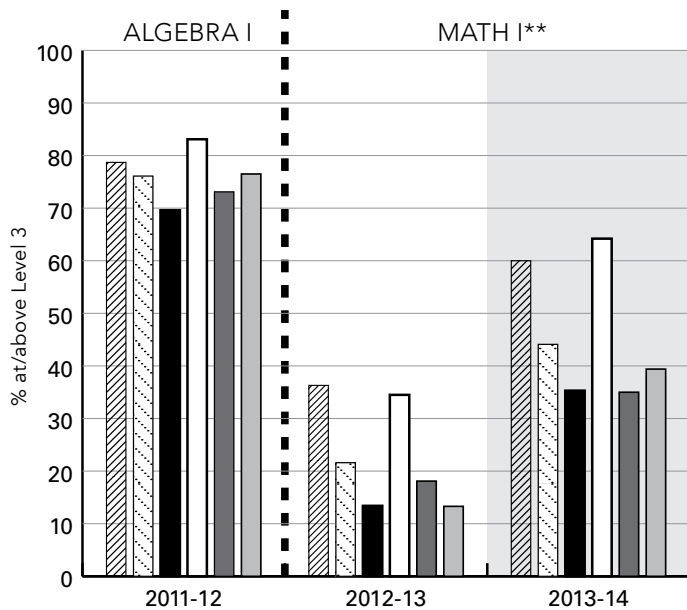
The Hoke County Schools enroll 8,240 students, which includes 855 (10%) American Indians. The students attend one of 14 schools, which include one high school, one alternative school, and an early college. In all EOG/EOC subjects and the cohort graduation rate, the district proficiency rate is lower than the state rate. The dropout rate is lower for the district than the state; however, the cohort graduation rate for the district lags behind the state rate. In the EOG/EOC subjects, the proficiency rates for American Indians trailed the district rates. For American Indian students, deficits are noted in each EOG/EOC subject. American Indians lag behind the district and the state in the cohort graduation rate, while the American Indian dropout rate exceeds the rates for the district and state. The proficiency rates for American Indians in all EOG and EOC subjects, except Math I and Biology, are lower than other subgroups. In Math I, the proficiency rates for American Indians and Black students are about the same.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	61.4	45.4	78.5	53.5	60.2
2012-13	43.9	30.8	17.8	48.7	22.2	29.2
2013-14	56.3	43.6	29.6	61.4	35.3	40.2
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	80.3	69.3	90.4	73.3	85.8
2012-13	42.3	30.0	17.6	45.9	20.5	31.6
2013-14	51.0	37.2	24.9	50.7	27.9	40.5
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	76.1	69.6	83.1	73.1	76.5
2012-13	36.3	21.6	13.4	34.5	18.1	13.3
2013-14	60.0	44.1	35.3	64.2	35.0	39.4
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	86.3	77.8	>95	81.5	81.0
2012-13	45.6	26.6	14.1	46.2	21.6	17.2
2013-14	53.9	42.3	37.3	59.4	31.6	45.8
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	75.1	69.4	85.6	70.0	73.0
2012-13	51.2	39.3	29.4	56.3	31.1	36.6
2013-14	61.2	54.9	42.3	76.4	44.2	55.4
4-Year Cohort Graduation Rate						
2011-12	80.4 ^a	73.7	54.0	75.4	77.6	70.4
2012-13	82.5	70.5	41.0	73.5	76.5	70.4
2013-14	83.9	70.7	62.0	68.0	78.4	54.8
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.31	7.09	1.64	3.15	3.75
2011-12	3.01	3.60	7.43	4.71	2.68	1.89
2012-13	2.45	2.32	3.99	2.53	2.03	2.59

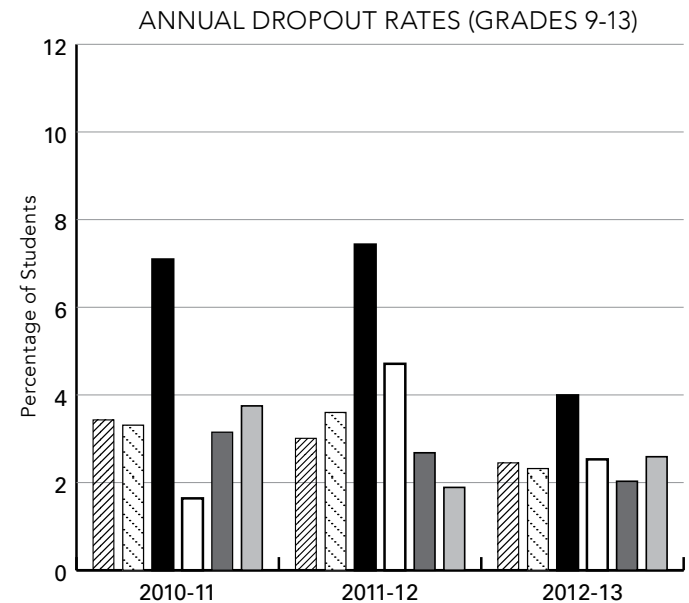
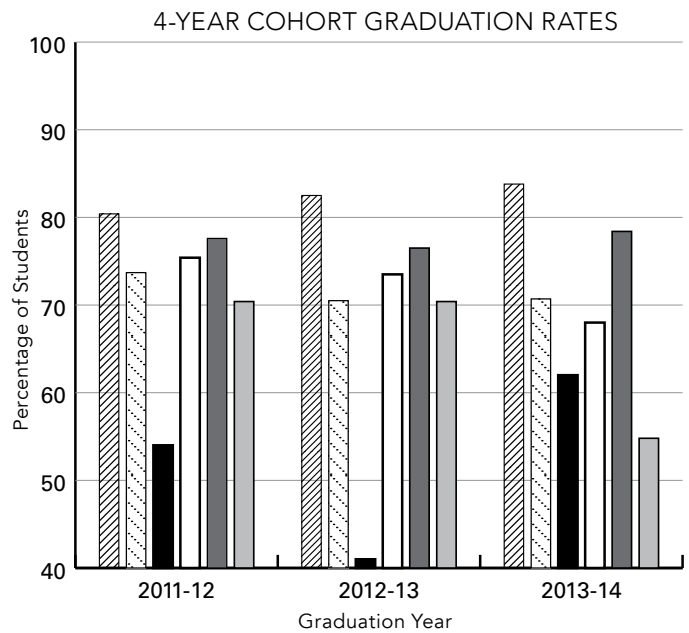
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

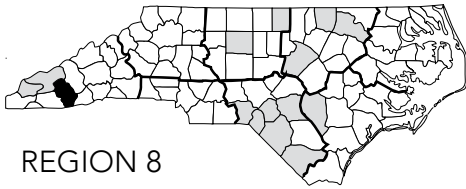
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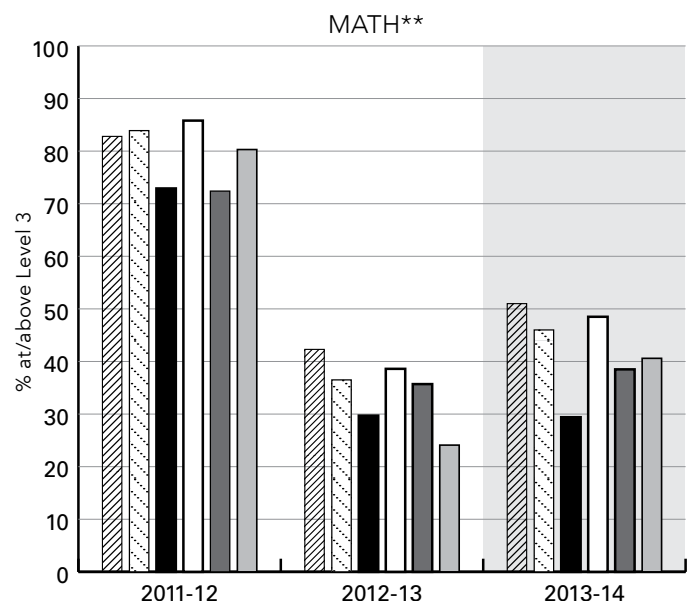
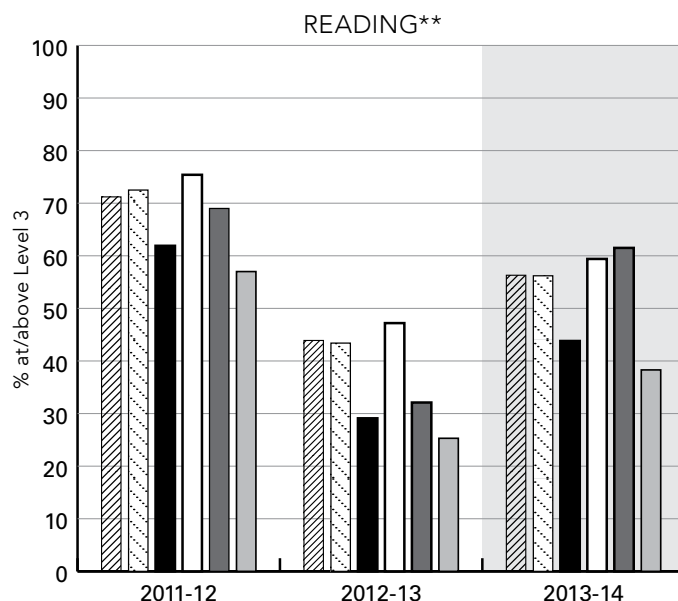


REGION 8

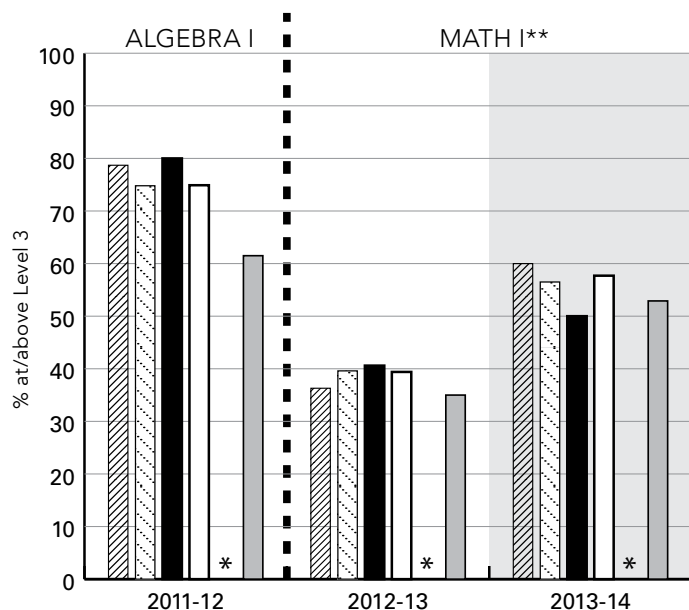
Located on land contiguous with the Qualla Boundary, Jackson County Schools enroll 3,677 students, of whom 326 (9%) are American Indian, mainly the Eastern Band of Cherokee. Jackson County operates nine campuses, including one high school and two early college. The percentage of students who are proficient in Biology and English II exceeds the state. The district leads the state in the cohort graduation and dropout rates. The American Indian proficiency rates are lower than the district in EOG reading and math and EOC Math I and English II. The cohort graduation rate for American Indians is markedly lower than the district rate; however, sufficient data are not available for comparison of the dropout rate for American Indian students. The proficiency rates for American Indians are lower than the district rates in EOG reading and math, and EOC Math I and English II, but higher than the state and district in EOC Biology. Fewer American Indians than Whites and Blacks are proficient in EOG reading and math. American Indians are performing higher than their White peers in Biology.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	72.5	61.9	75.4	69.0	57.0
2012-13	43.9	43.4	29.1	47.2	32.1	25.3
2013-14	56.3	56.2	43.8	59.4	61.5	38.3
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	83.9	72.9	85.8	72.4	80.3
2012-13	42.3	36.5	29.7	38.6	35.7	24.1
2013-14	51.0	46.0	29.4	48.5	38.5	40.6
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	74.8	80.0	74.9	*	61.5
2012-13	36.3	39.6	40.6	39.4	*	35.0
2013-14	60.0	56.5	50.0	57.7	*	52.9
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	86.6	70.0	91.7	*	42.9
2012-13	45.6	36.7	17.6	39.6	*	15.4
2013-14	53.9	57.4	59.1	58.1	*	47.4
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	87.5	88.0	87.2	*	88.9
2012-13	51.2	53.9	58.6	54.8	*	35.3
2013-14	61.2	62.4	44.4	65.7	*	48.0
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	86.4 ^{>}	87.5	86.6 ^{>}	n/a	80.0 ^{>}
2012-13	82.5	83.7	55.0	88.0	n/a	57.1
2013-14	83.9	88.0	78.9	88.9	n/a	87.5
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	2.11	7.59	1.72	n/a	n/a
2011-12	3.01	3.75	7.95	3.30	n/a	n/a
2012-13	2.45	1.73	n/a	1.83	n/a	n/a

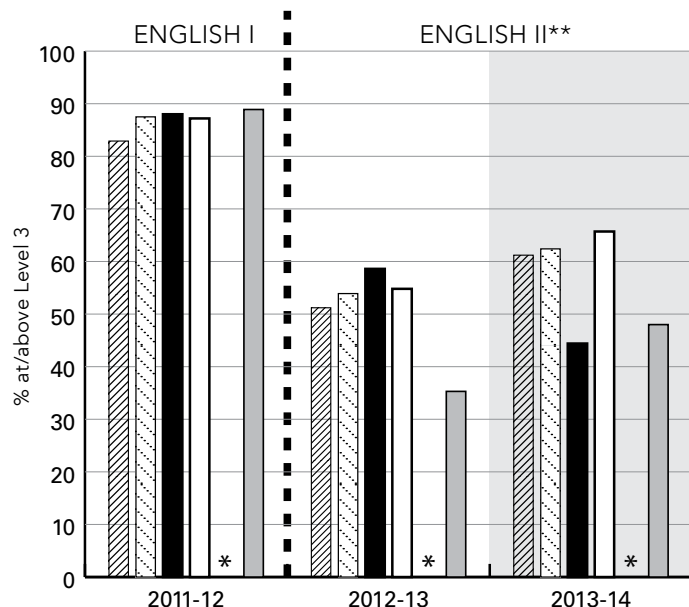
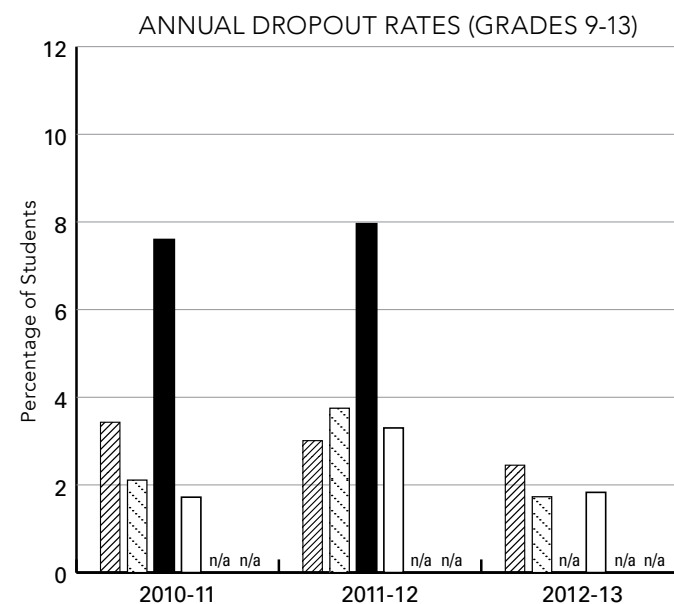
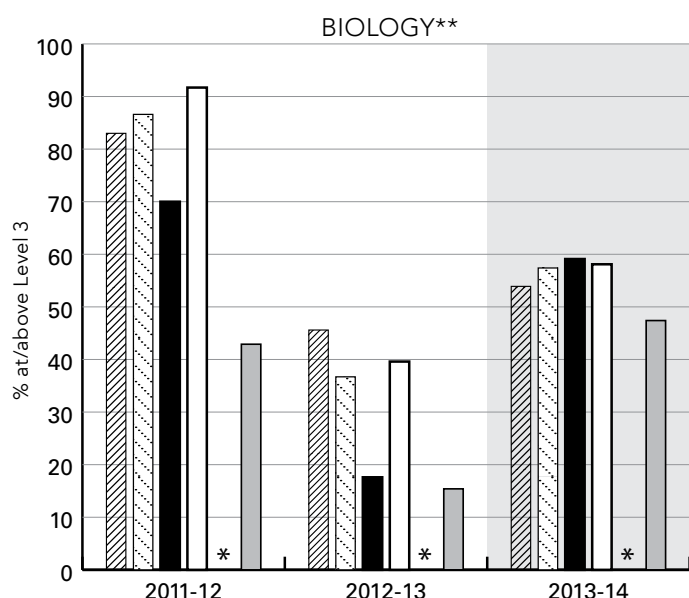
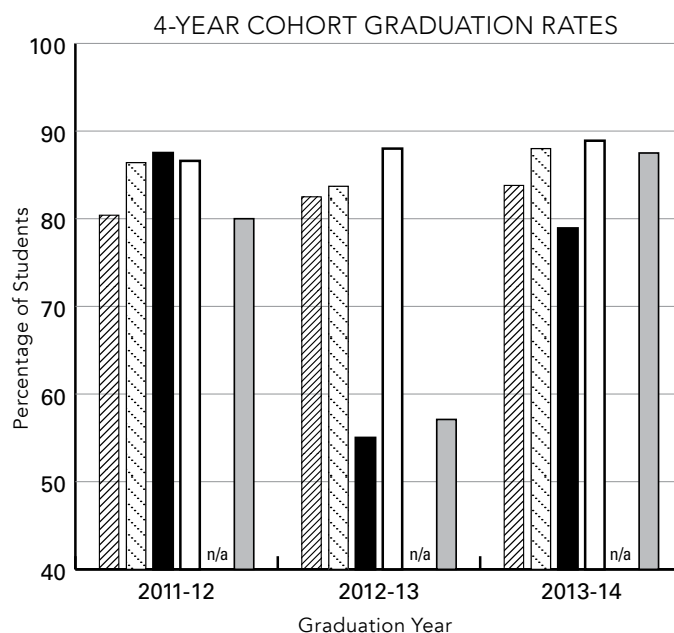
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

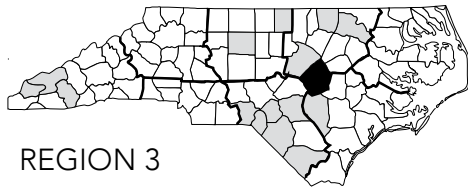
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Cautionary Note Regarding Comparisons:

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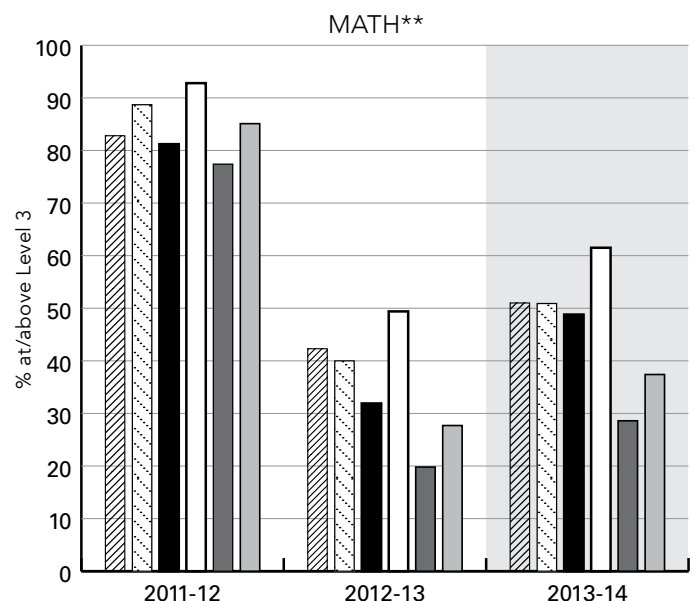
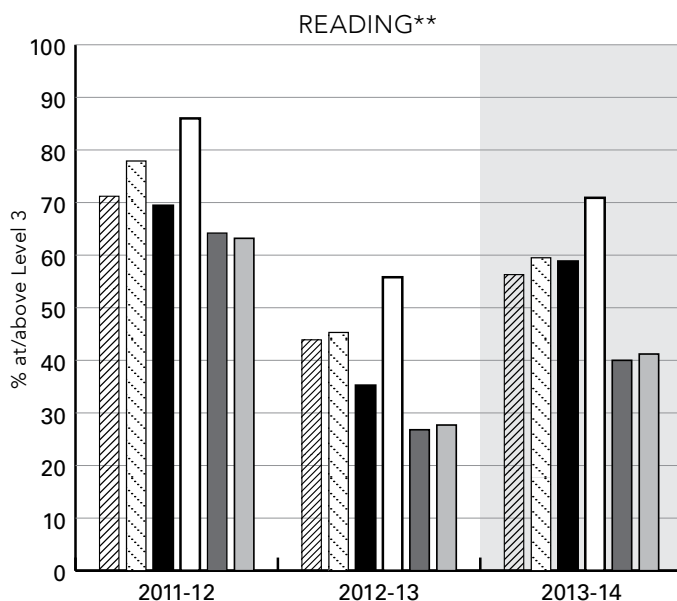


REGION 3

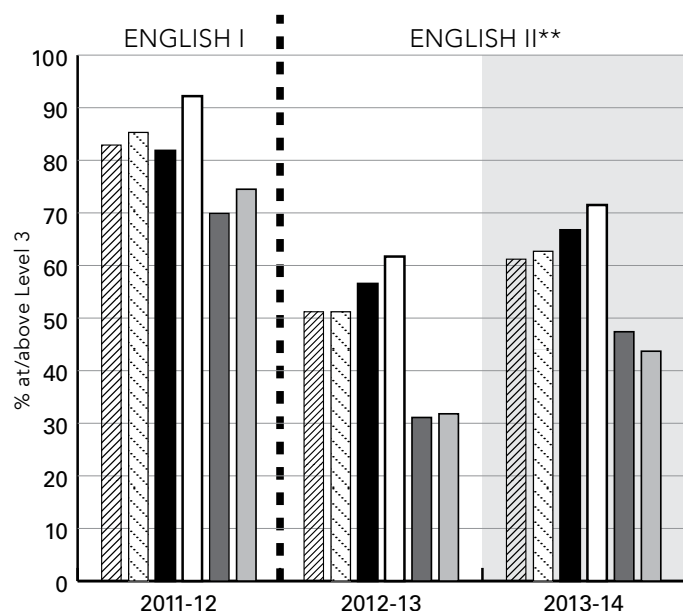
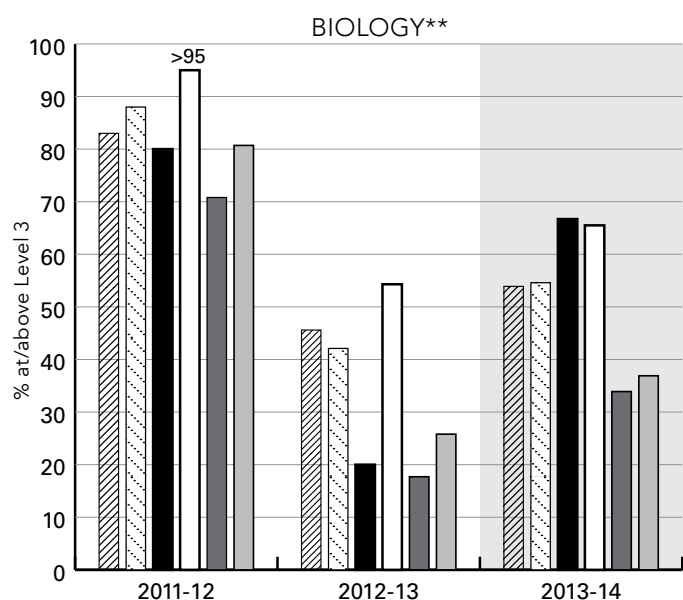
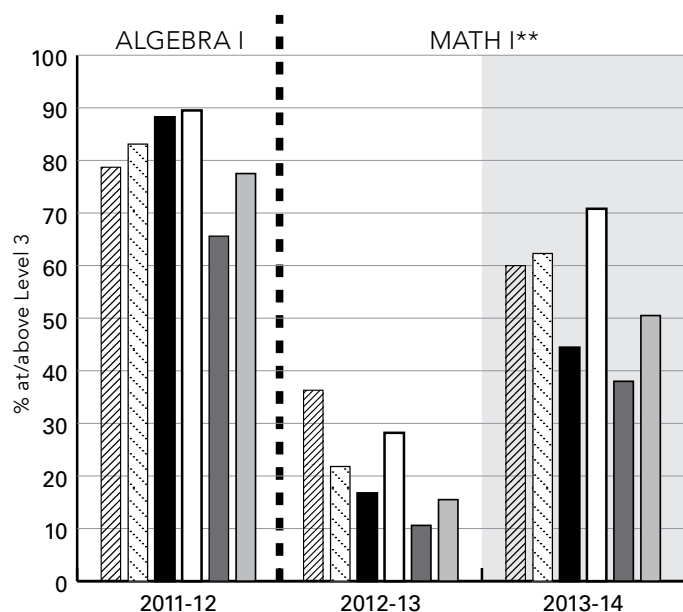
Johnston County Schools enroll over 33,884 students, of whom 149 (0.4%) are American Indians of various tribes. The district operates 44 schools, including nine high schools and one early college. Compared with the state, the district proficiency rates are higher in all EOG/EOC subjects, except EOG math. The cohort graduation rate for the district is slightly higher than the state; however, the dropout rate for the district lags behind the state. The percent of proficient American Indians is lower than the percent for the district in all EOG/EOC subjects, except Biology and English II. American Indian proficiency rates in EOG reading and math exceed that of Black and Hispanic students. More White students are proficient than American Indian students in all EOG/EOC subjects, except Biology. The American Indian cohort graduation rate lags behind rates for the district, the state, and other subgroups.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	77.9	69.4	86.0	64.2	63.2
2012-13	43.9	45.3	35.2	55.8	26.8	27.7
2013-14	56.3	59.5	58.8	70.9	40.0	41.2
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	88.7	81.2	92.8	77.4	85.1
2012-13	42.3	40.0	31.9	49.4	19.8	27.7
2013-14	51.0	50.9	48.8	61.5	28.6	37.4
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	83.1	88.2	89.5	65.6	77.5
2012-13	36.3	21.8	16.7	28.2	10.6	15.5
2013-14	60.0	62.3	44.4	70.8	38.0	50.5
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	88.0	80.0	>95	70.8	80.7
2012-13	45.6	42.1	20.0	54.3	17.7	25.8
2013-14	53.9	54.6	66.7	65.5	33.9	36.9
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	85.3	81.8	92.2	69.9	74.5
2012-13	51.2	51.2	56.5	61.7	31.1	31.8
2013-14	61.2	62.7	66.7	71.5	47.4	43.7
4-Year Cohort Graduation Rate						
2011-12	80.4 ⁺	82.4	55.6	86.8	75.7	73.9
2012-13	82.5	82.5	87.5	84.9	78.2	77.8
2013-14	83.9	85.4	75.0	90.3	78.0	76.5
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.28	n/a	2.51	4.50	5.39
2011-12	3.01	2.65	n/a	2.22	3.55	3.32
2012-13	2.45	1.95	n/a	1.56	2.93	2.43

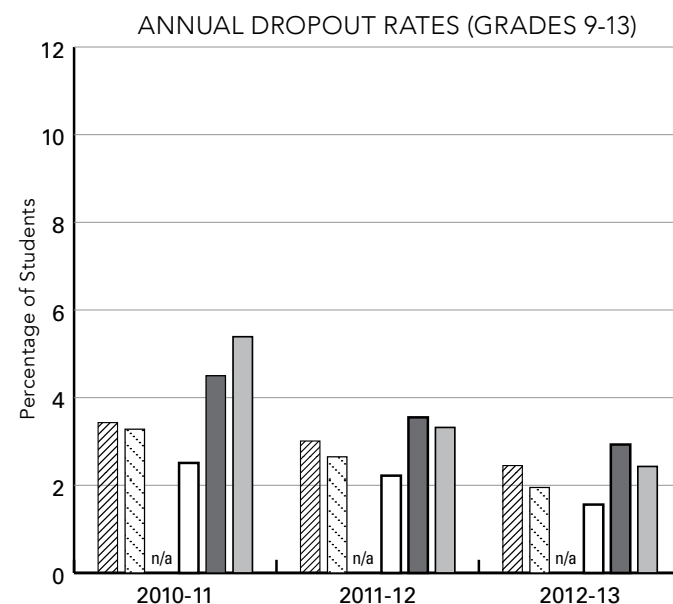
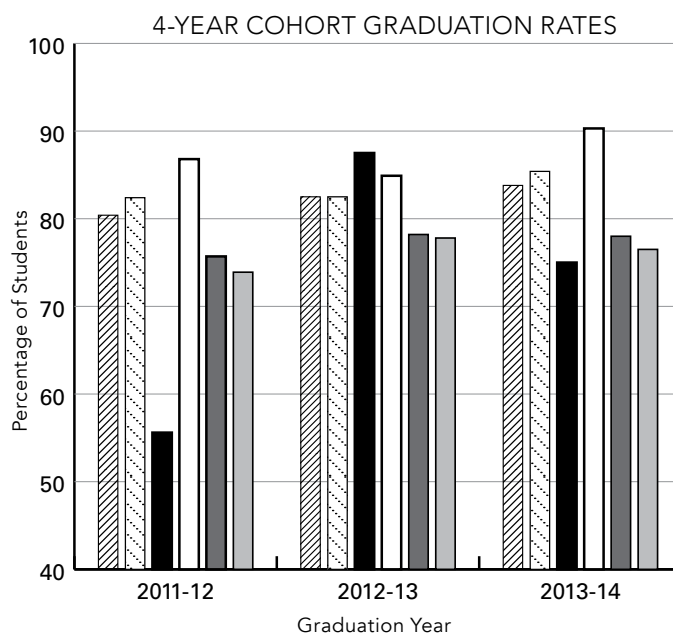
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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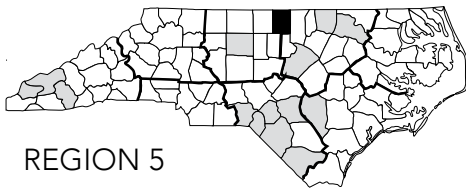
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Cautionary Note Regarding Comparisons:

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PERSON COUNTY

DISTRICT CONTACT: MELANIE HESTER
http://www.person.k12.nc.us

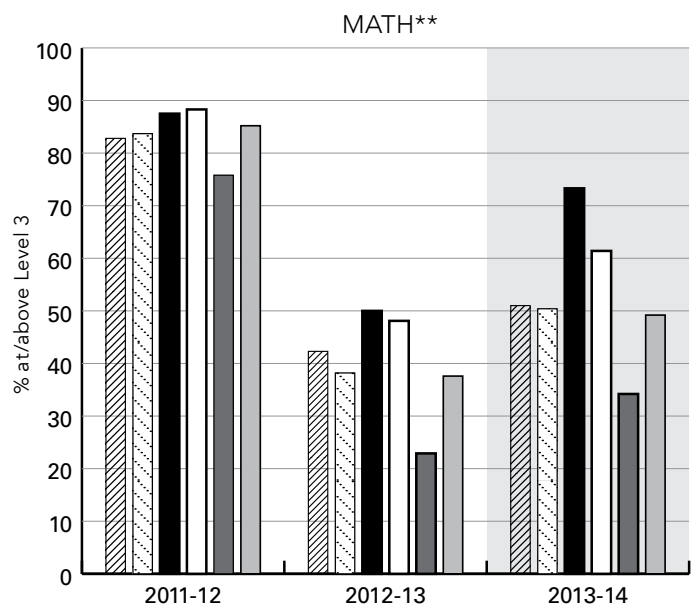
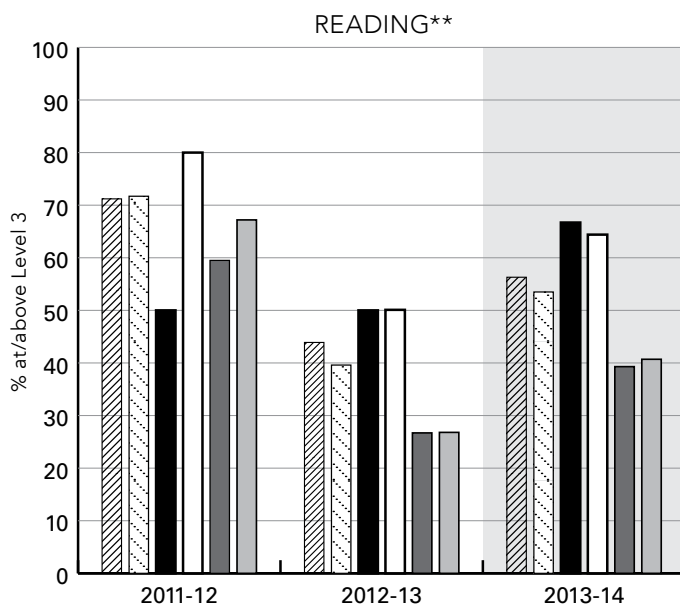


REGION 5

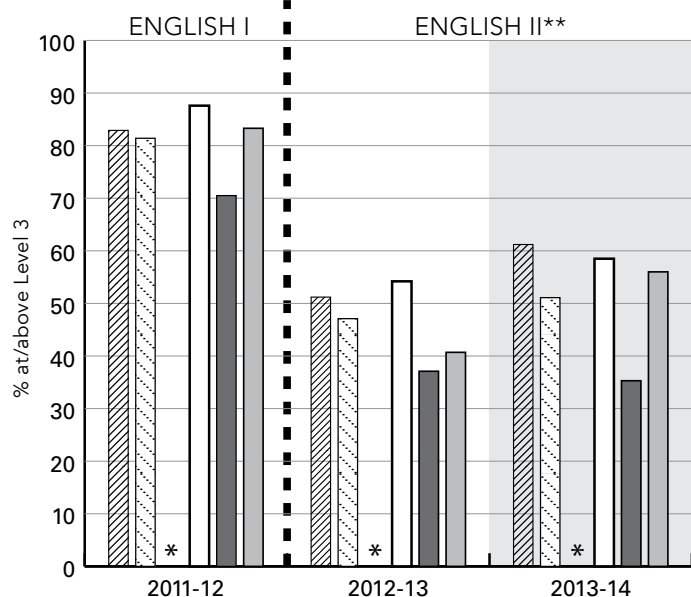
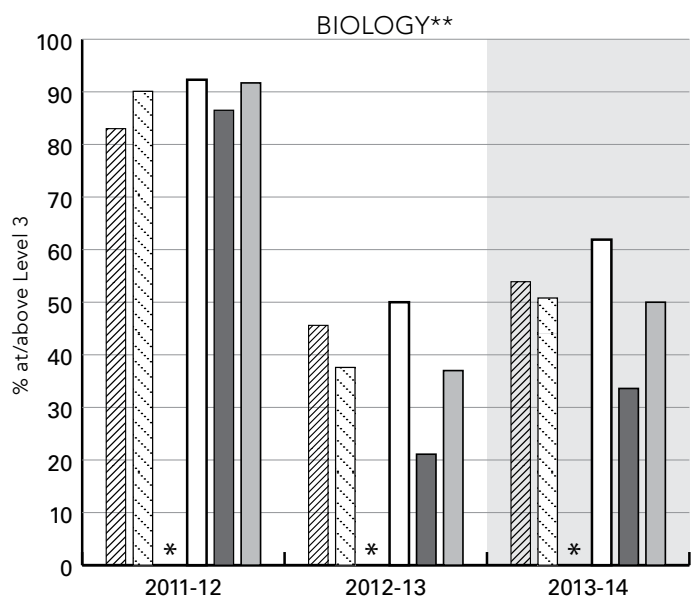
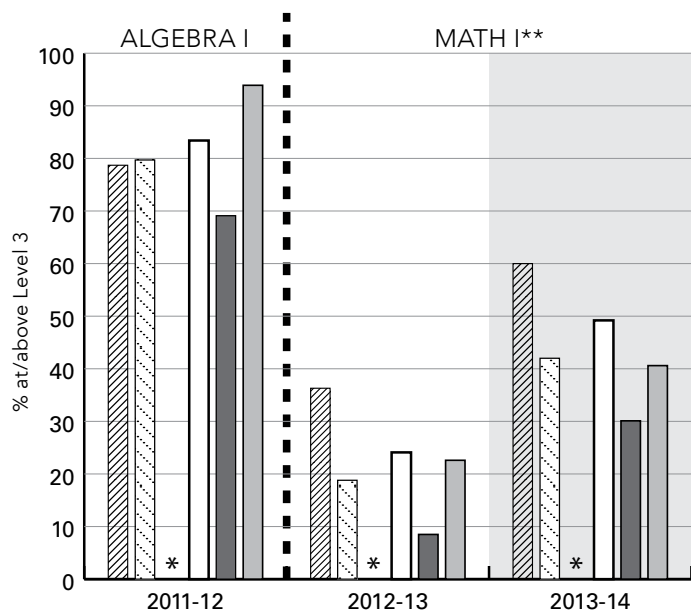
Person County Schools enroll 4,596 students, of whom 28 (0.6%) are American Indians mainly of the Sappony Tribe. The students attend one of the 10 schools, including one high school. Other campuses include a pre-school center and a program that focuses on early intervention and family services. The data show that district proficiency rates are lower than state rates in all EOG/EOC subjects. In EOG reading and math, the proficiency rates for American Indian students are higher than the district and state rates. The sparse enrollment of American Indian students above the eighth grade restricts meaningful data analyses.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	71.7	50.0	80.0	59.5	67.2
2012-13	43.9	39.6	50.0	50.1	26.7	26.8
2013-14	56.3	53.5	66.7	64.4	39.3	40.7
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	83.7	87.5	88.3	75.8	85.2
2012-13	42.3	38.2	50.0	48.1	22.9	37.6
2013-14	51.0	50.4	73.3	61.4	34.2	49.2
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	79.7	*	83.4	69.1	93.9
2012-13	36.3	18.8	*	24.1	8.5	22.6
2013-14	60.0	42.0	*	49.2	30.1	40.6
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	90.1	*	92.3	86.5	91.7
2012-13	45.6	37.6	*	50.0	21.1	37.0
2013-14	53.9	50.8	*	61.9	33.6	50.0
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	81.4	*	87.6	70.5	83.3
2012-13	51.2	47.1	*	54.2	37.1	40.7
2013-14	61.2	51.1	*	58.5	35.3	56.0
4-Year Cohort Graduation Rate						
2011-12	80.4 ⁺	68.4	n/a	70.3	62.9	82.4
2012-13	82.5	77.5	n/a	81.7	72.3	71.4
2013-14	83.9	76.0	n/a	72.5	79.9	81.5
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	5.47	n/a	5.03	6.37	n/a
2011-12	3.01	6.10	n/a	6.30	6.35	n/a
2012-13	2.45	4.19	n/a	3.57	5.28	5.77

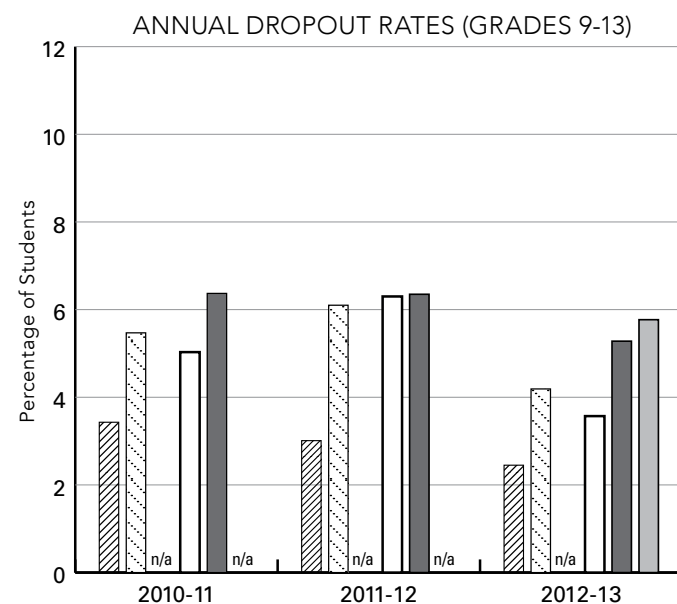
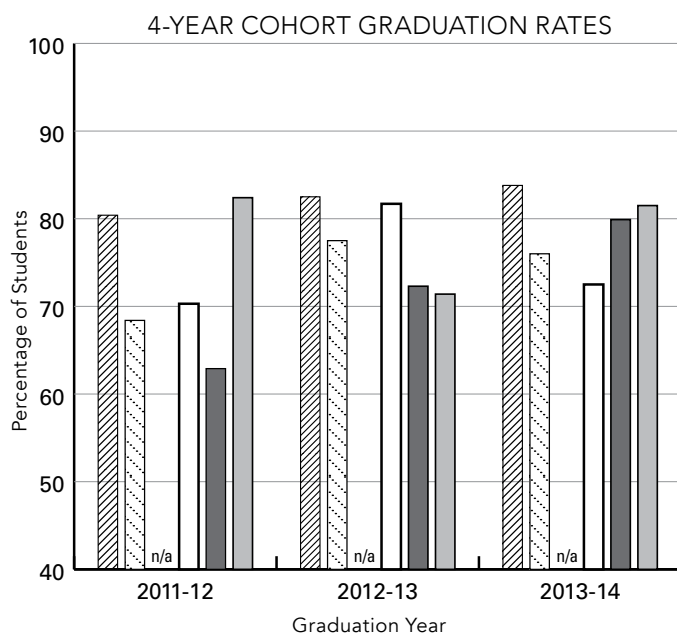
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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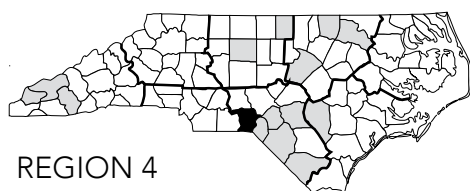
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RICHMOND COUNTY

DISTRICT CONTACT: MARCIA PORTER
http://www.richmond.k12.nc.us

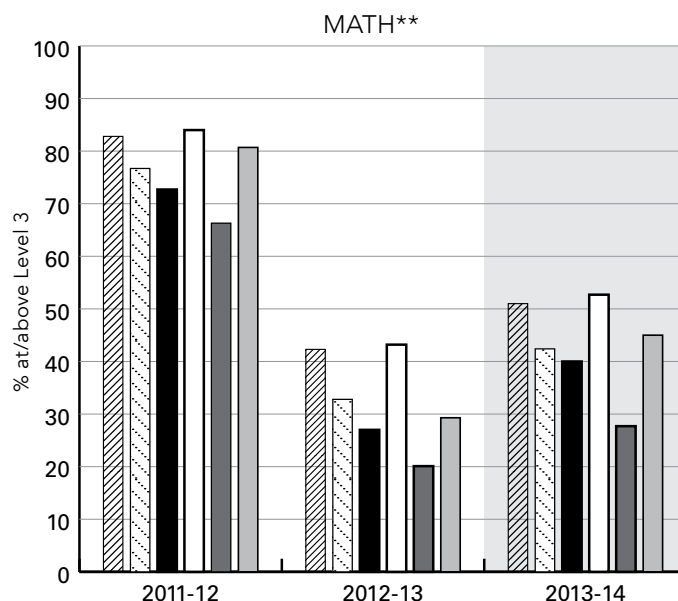
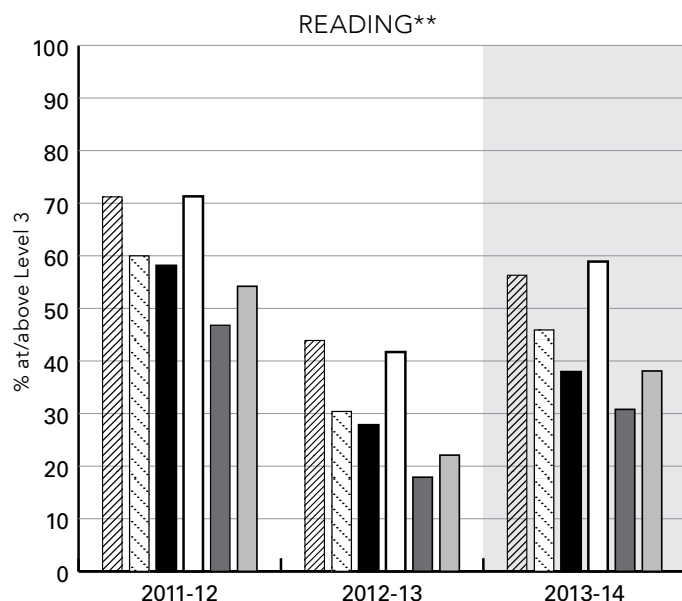


REGION 4

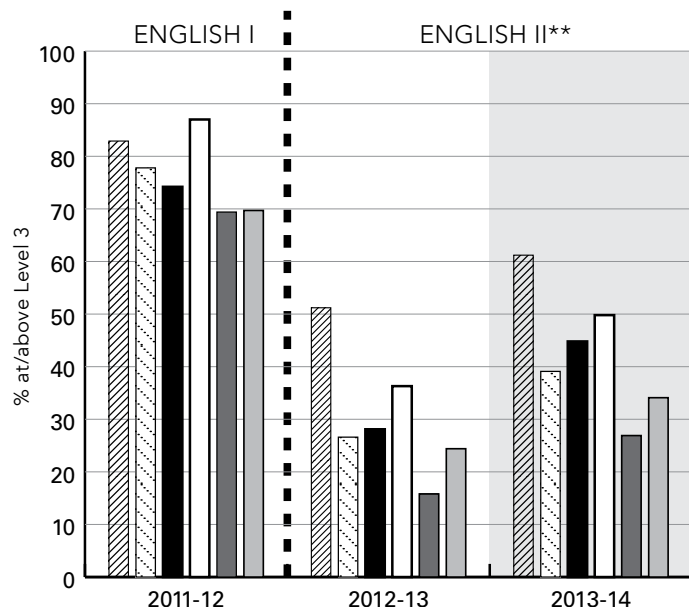
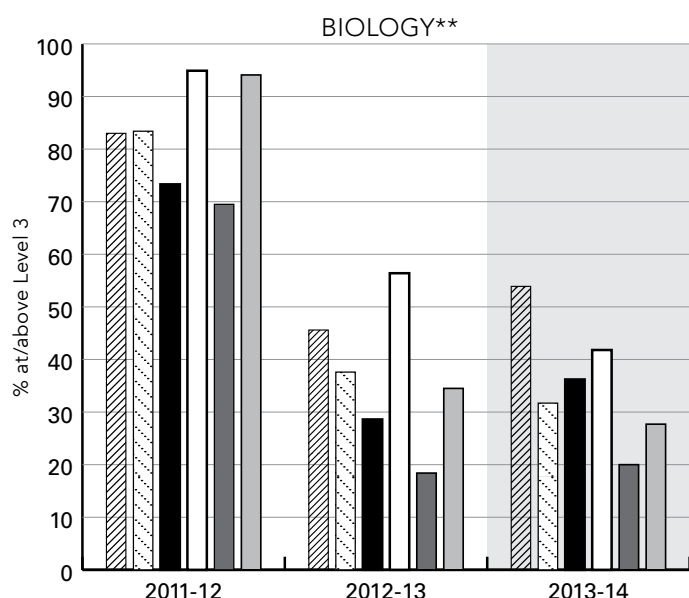
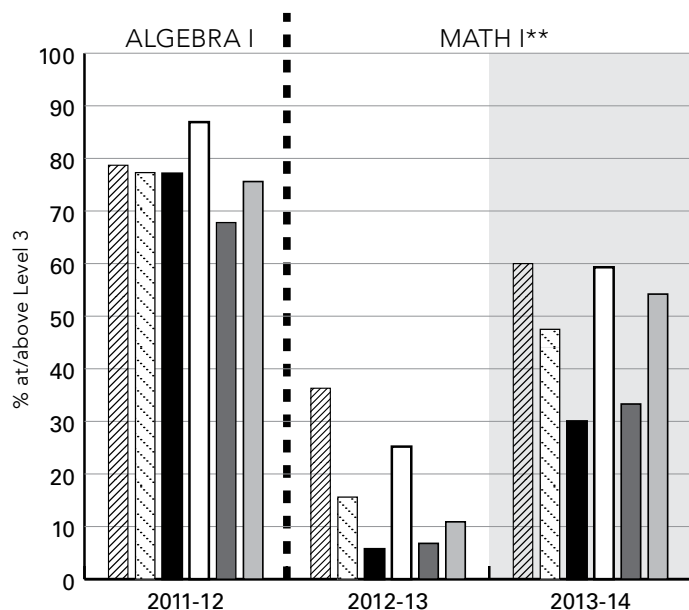
Richmond County Schools enroll 7,627 students, of whom 305 (4%) are American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 16 schools, including one high school, one early college, and several special-focus schools. The district proficiency rates are lower than the state rates in all EOG/EOC subjects. American Indian students fall behind the district in all EOG/EOC subjects, except Biology and English II. However, American Indians are performing better than Black and Hispanic subgroups in EOC Biology and English II. In all EOG/EOC areas, fewer American Indians are proficient when compared with their White peers. The cohort graduation rate for American Indians is the lowest among all subgroups, except for Hispanics. However, the American Indian dropout rate is the highest among all subgroup rates.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	60.0	58.1	71.3	46.8	54.2
2012-13	43.9	30.4	27.8	41.7	17.9	22.1
2013-14	56.3	45.9	37.9	58.9	30.8	38.1
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	76.7	72.7	84.0	66.3	80.7
2012-13	42.3	32.8	27.0	43.2	20.1	29.3
2013-14	51.0	42.4	40.0	52.7	27.7	45.0
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	77.3	77.1	86.9	67.8	75.6
2012-13	36.3	15.6	5.7	25.2	6.8	10.9
2013-14	60.0	47.5	30.0	59.3	33.3	54.2
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	83.4	73.3	94.9	69.5	94.1
2012-13	45.6	37.6	28.6	56.4	18.4	34.5
2013-14	53.9	31.7	36.2	41.8	20.0	27.7
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	77.8	74.2	87.0	69.4	69.7
2012-13	51.2	26.6	28.1	36.3	15.8	24.4
2013-14	61.2	39.1	44.8	49.8	26.9	34.1
4-Year Cohort Graduation Rate						
2011-12	80.4 ^a	73.5	54.1	72.8	77.6	71.9
2012-13	82.5	74.1	60.0	75.0	76.5	61.0
2013-14	83.9	79.2	72.7	79.7	81.5	67.4
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	4.32	6.36	4.01	4.03	7.14
2011-12	3.01	3.59	6.09	3.66	3.59	n/a
2012-13	2.45	2.47	6.15	2.73	1.28	5.56

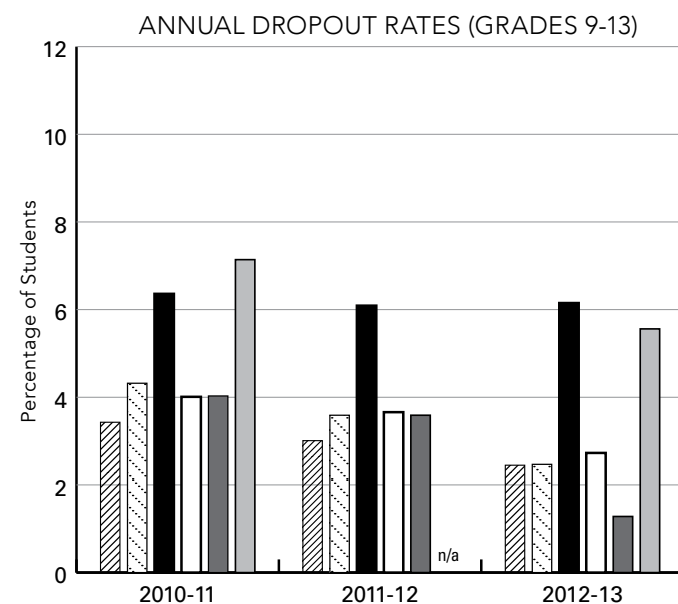
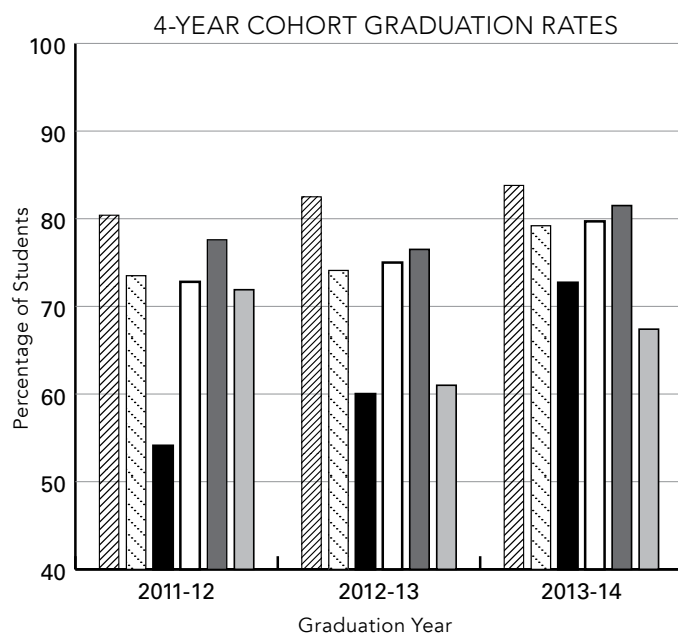
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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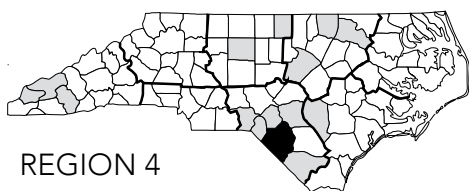
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ROBESON COUNTY

DISTRICT CONTACT: CONNIE LOCKLEAR
http://www.robeson.k12.nc.us

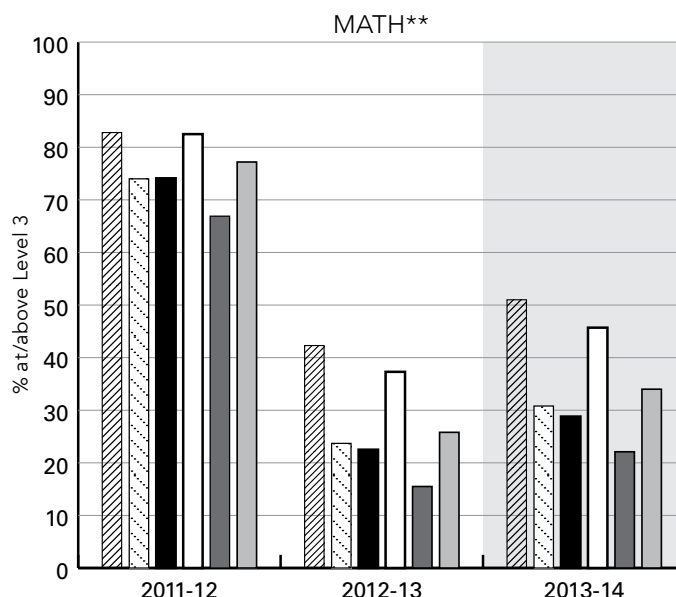
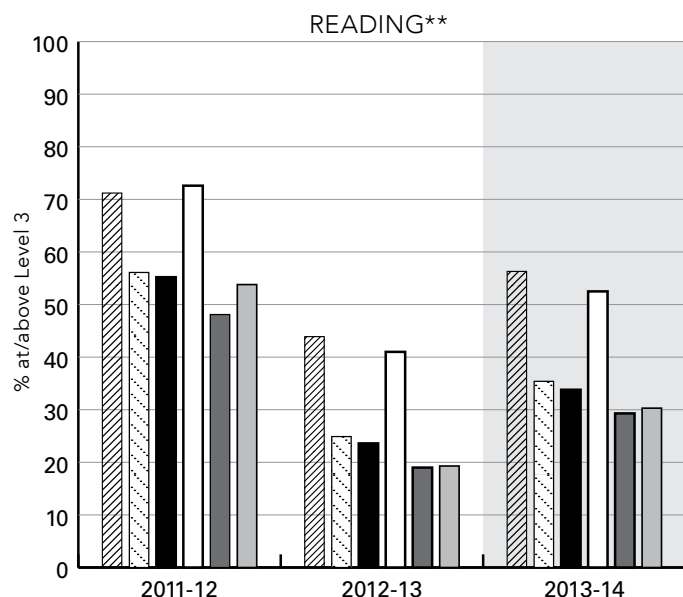


REGION 4

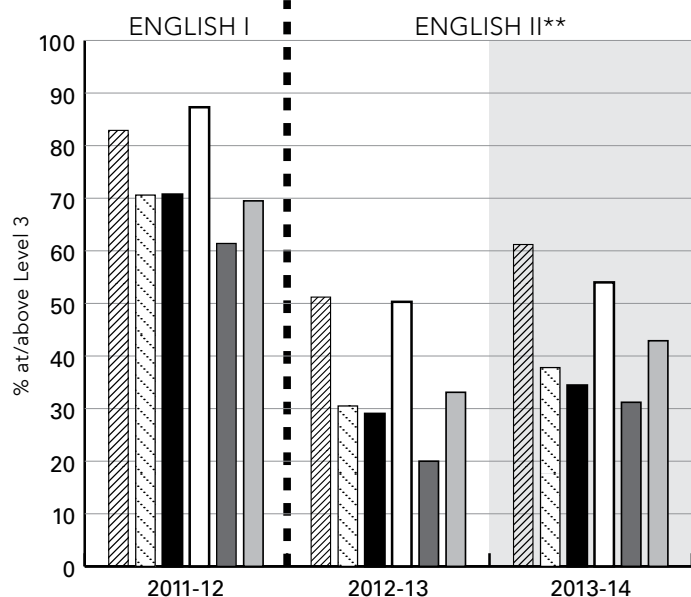
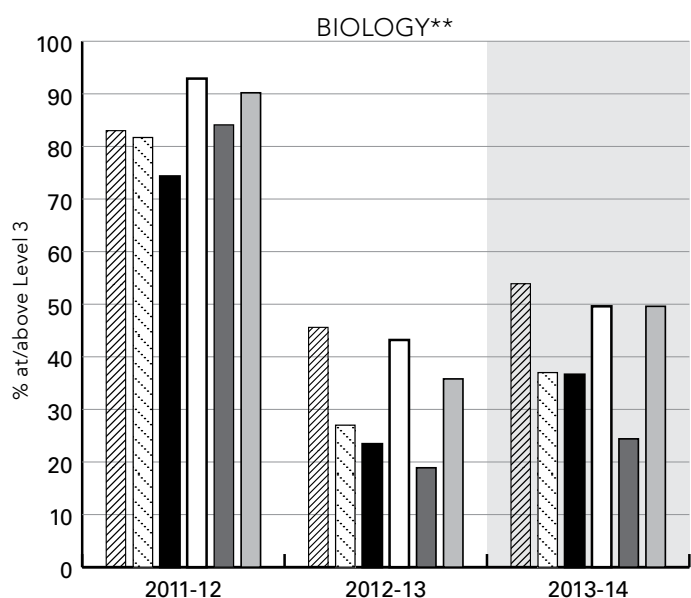
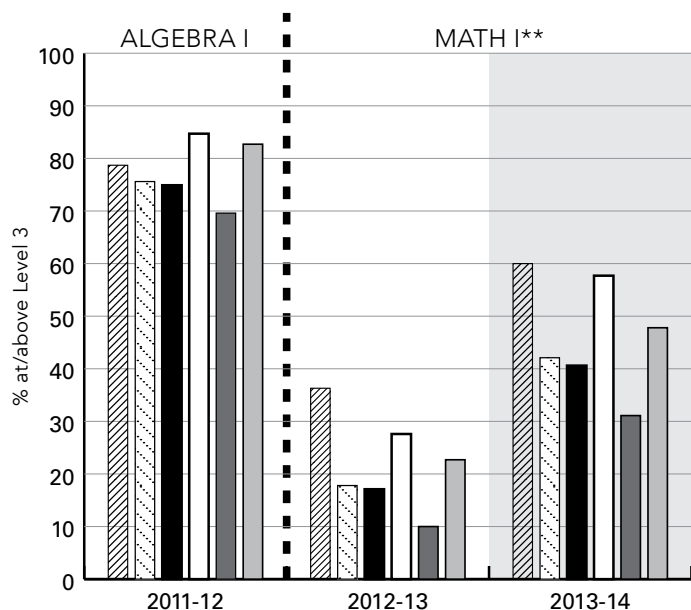
The Public Schools of Robeson County enroll 23,586 students, of whom 10,036 (43%) identify as American Indian, mainly of the Lumbee Tribe. Geographically expansive and rural, the district operates 41 schools, including six high schools, an early college, a career and technical education campus, and a pre-school center. The district proficiency rates are lower than the state rates in the EOG/EOC subjects. However, the district cohort graduation rate is higher and the dropout rate is lower than the state rates. For American Indian students, these data show incremental improvements in the cohort graduation rate and the dropout rate since 2011-12. American Indian students lag behind the state, district, and White subgroups in all EOG/EOC assessments. They exceed Black students but lag behind their Hispanic peers in all subjects, except in EOG reading.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	56.1	55.2	72.6	48.1	53.8
2012-13	43.9	24.9	23.6	41.0	19.0	19.3
2013-14	56.3	35.4	33.8	52.5	29.3	30.3
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	74.0	74.1	82.5	66.9	77.2
2012-13	42.3	23.7	22.5	37.3	15.5	25.8
2013-14	51.0	30.8	28.8	45.7	22.1	34.0
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	75.6	74.9	84.7	69.6	82.7
2012-13	36.3	17.8	17.1	27.6	10.0	22.7
2013-14	60.0	42.1	40.6	57.7	31.1	47.8
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	81.7	74.3	92.9	84.1	90.2
2012-13	45.6	27.0	23.4	43.2	18.9	35.8
2013-14	53.9	37.0	36.6	49.6	24.4	49.6
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	70.6	70.7	87.3	61.4	69.5
2012-13	51.2	30.5	29.0	50.3	20.0	33.1
2013-14	61.2	37.8	34.4	54.0	31.2	42.9
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	82.6	80.6	83.1	82.5	90.7
2012-13	82.5	85.1	82.6	83.7	87.4	93.5
2013-14	83.9	85.0	84.6	83.6	86.0	89.3
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.48	3.58	3.80	3.45	1.08
2011-12	3.01	2.71	3.25	3.89	1.87	n/a
2012-13	2.45	2.34	2.61	2.97	1.83	n/a

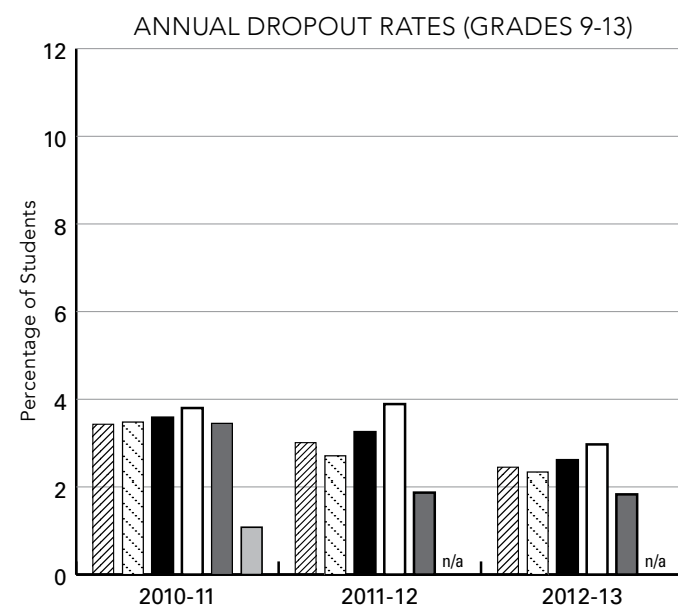
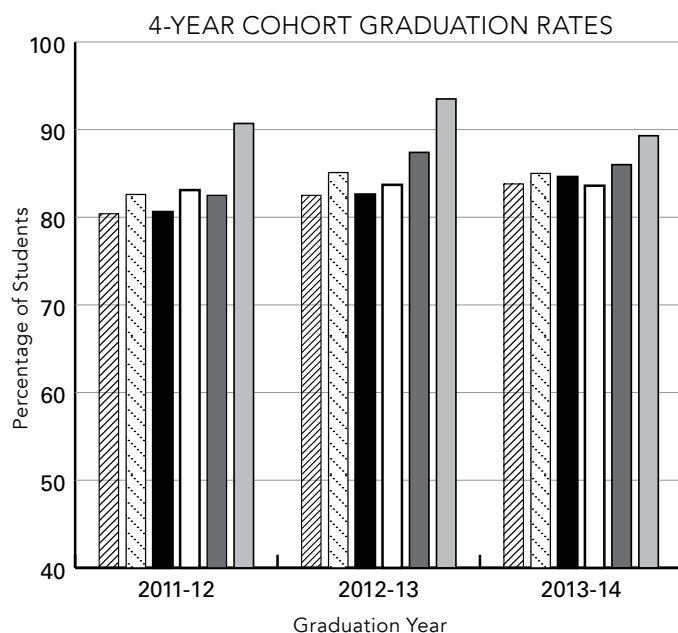
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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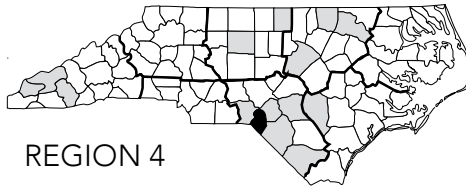
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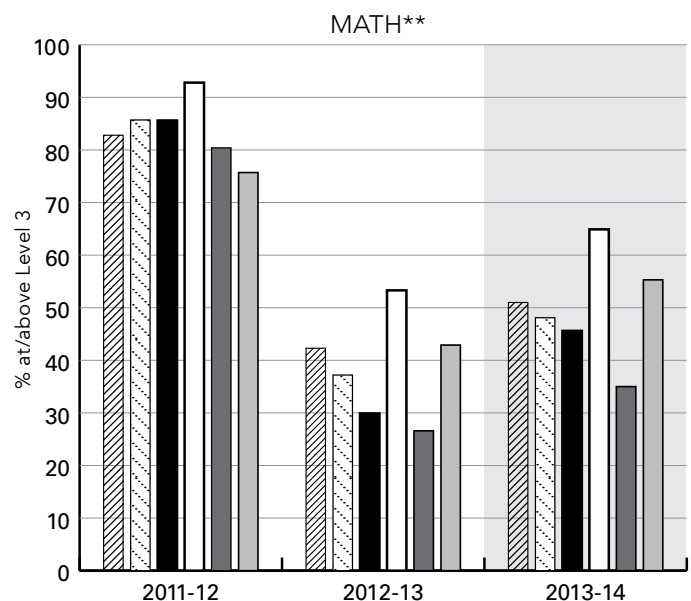
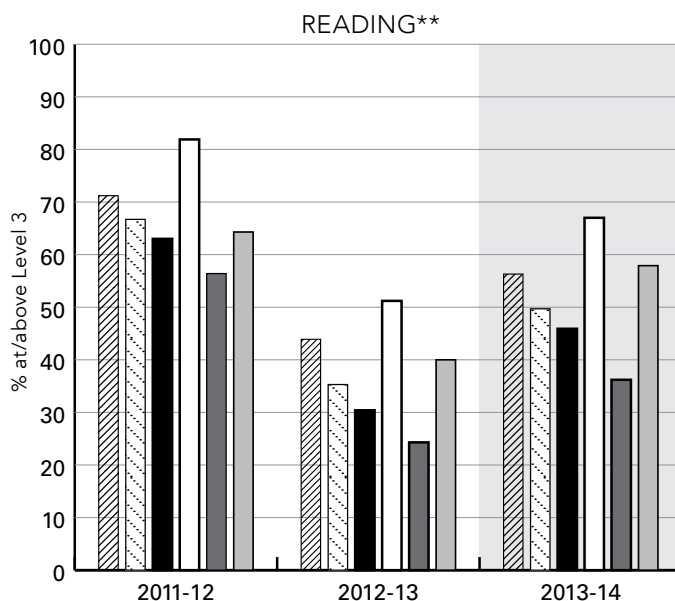


REGION 4

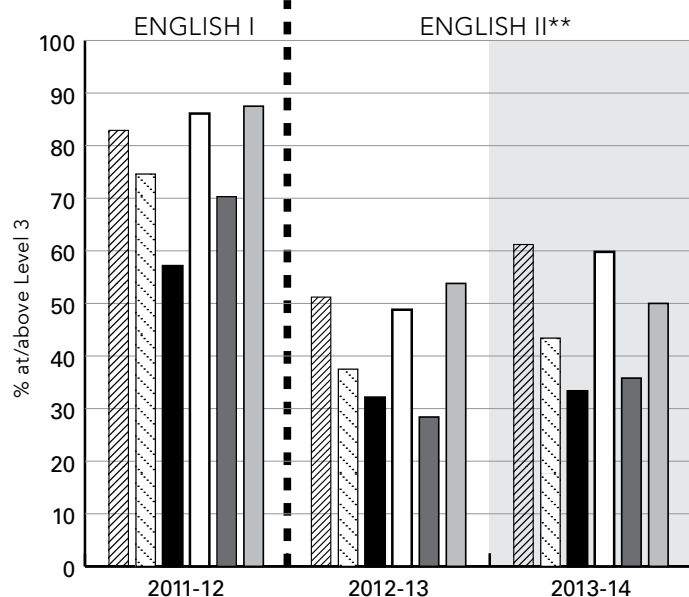
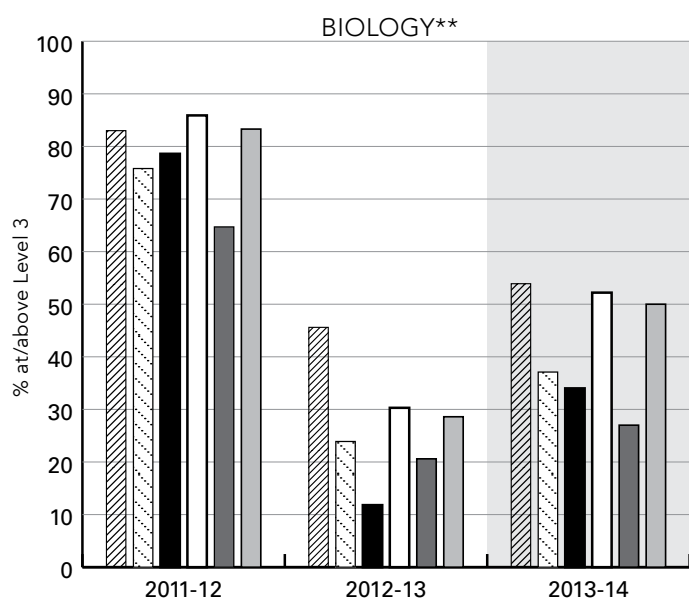
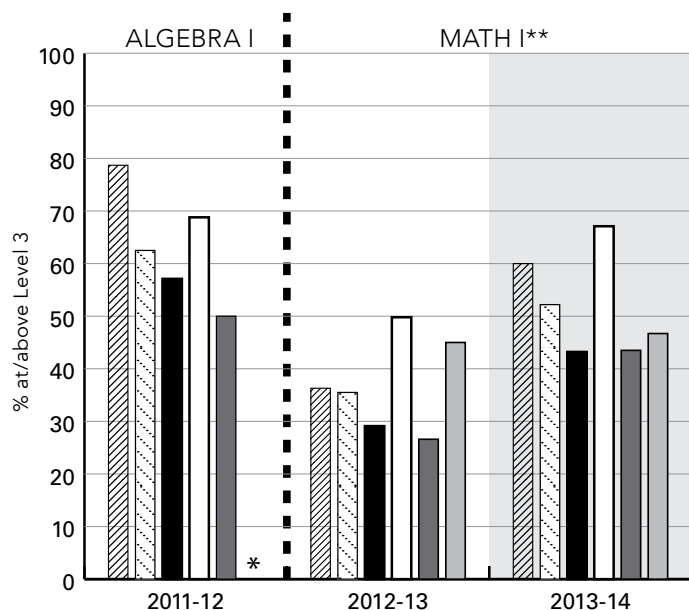
Scotland County Schools enroll 6,068 students, including 928 American Indians (15%) mainly of the Lumbee Tribe. The district operates 14 campuses, including one high school and one early college. The district proficiency rates are below the state rates in all EOG/EOC subjects. For the district, the graduation rate falls below the state rate, and the district dropout rate exceeds the state, meaning that in both categories of school completion, the district is falling behind. The American Indian proficiency rates are lower than the district in all EOG/EOC subjects. In grades 3-8 reading and math, as well as all EOC subjects, American Indians lag behind their Hispanic peers. Compared with their White peers, American Indian students fall behind in all EOG/EOC-tested areas. The American Indian graduation rate falls below the rates for the district, state, and two subgroups, White and Black students; however, sufficient data are not available for comparison with their Hispanic peers.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	66.7	63.0	81.9	56.4	64.3
2012-13	43.9	35.3	30.4	51.2	24.3	40.0
2013-14	56.3	49.7	45.9	67.0	36.2	57.9
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	85.7	85.6	92.8	80.4	75.7
2012-13	42.3	37.2	29.9	53.3	26.6	42.9
2013-14	51.0	48.1	45.6	64.9	35.0	55.3
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	62.5	57.1	68.8	50.0	*
2012-13	36.3	35.5	29.1	49.8	26.6	45.0
2013-14	60.0	52.2	43.2	67.1	43.5	46.7
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	75.8	78.6	85.9	64.7	83.3
2012-13	45.6	23.9	11.8	30.3	20.6	28.6
2013-14	53.9	37.1	34.0	52.2	27.0	50.0
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	74.6	57.1	86.1	70.3	87.5
2012-13	51.2	37.5	32.1	48.8	28.4	53.8
2013-14	61.2	43.4	33.3	59.8	35.8	50.0
4-Year Cohort Graduation Rate						
2011-12	80.4*	76.2	77.1	80.0	73.8	n/a
2012-13	82.5	72.8	70.2	72.7	74.4	*
2013-14	83.9	78.3	73.8	80.4	77.3	n/a
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	5.37	5.69	2.83	7.06	n/a
2011-12	3.01	4.15	3.66	3.37	4.75	n/a
2012-13	2.45	4.22	8.13	3.64	3.57	n/a

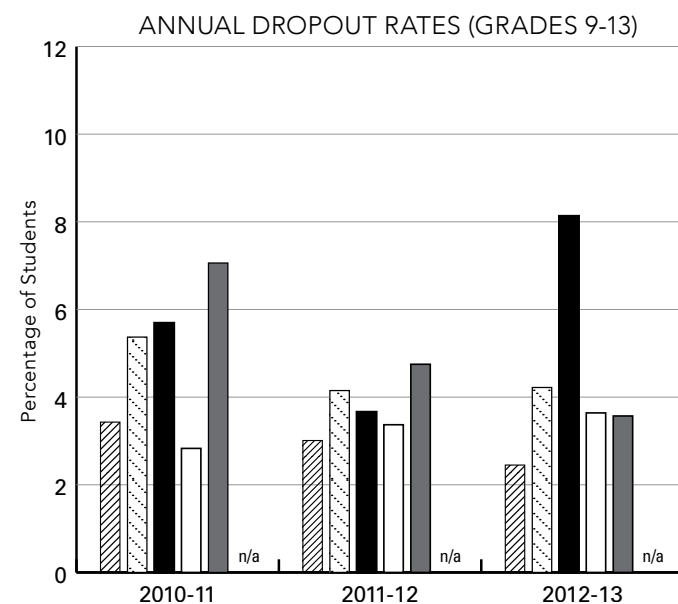
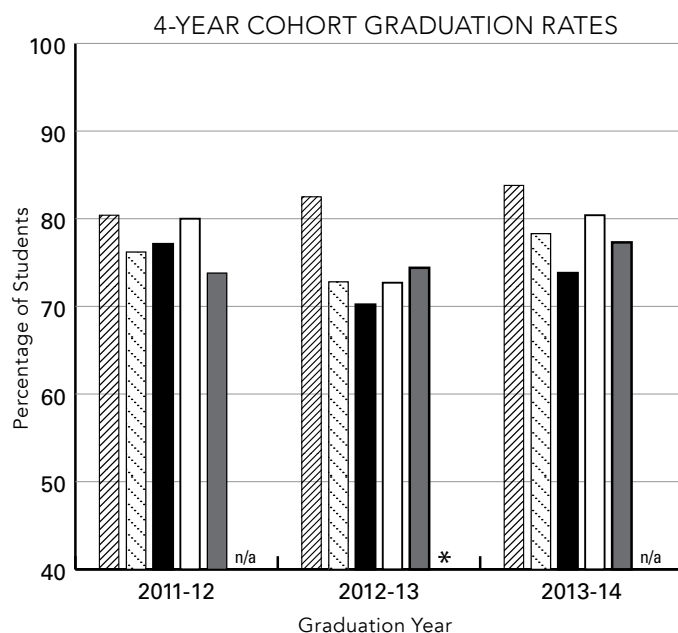
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

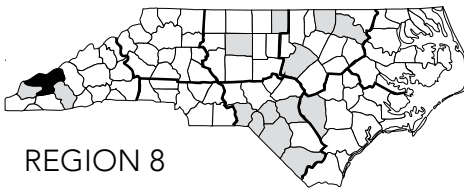
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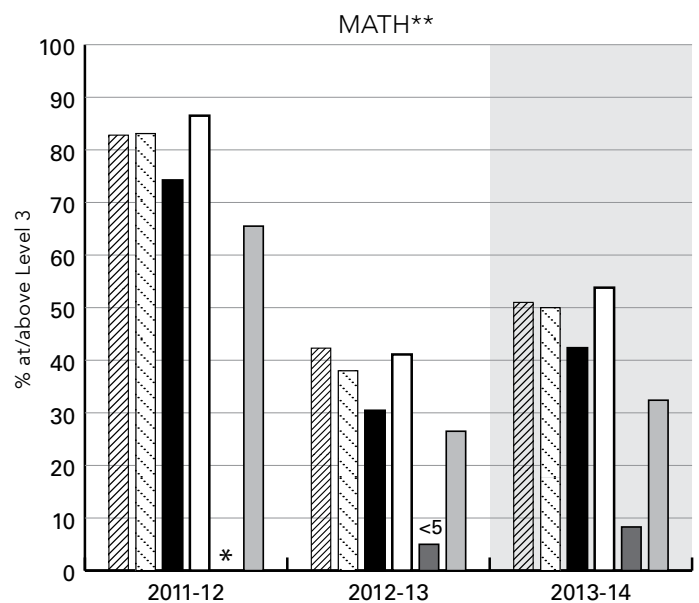
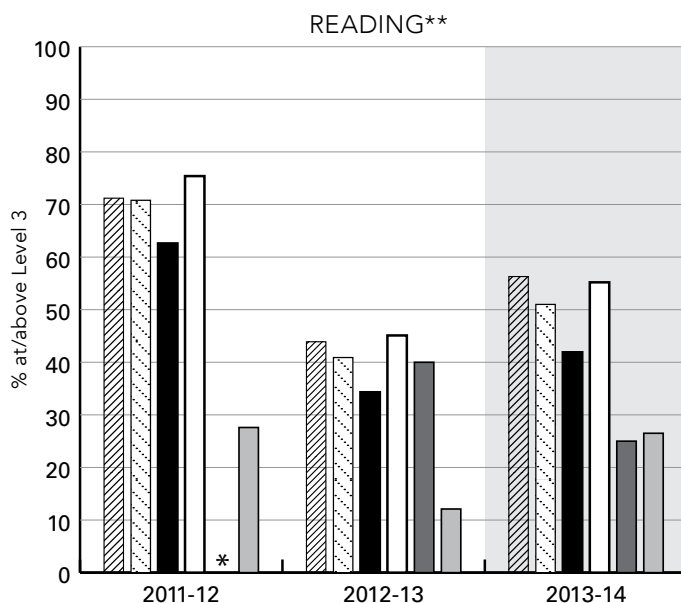


REGION 8

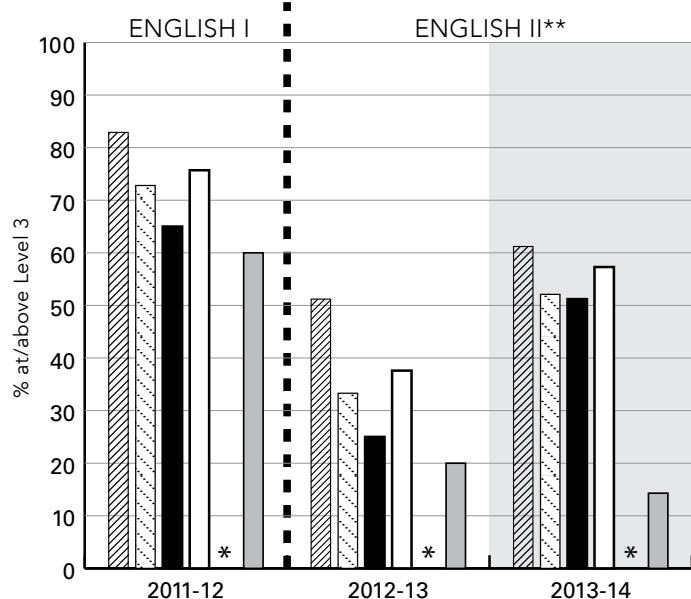
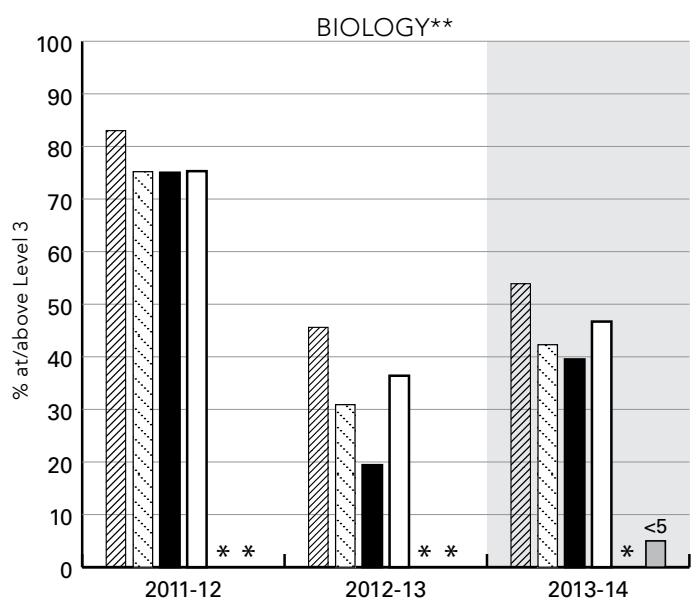
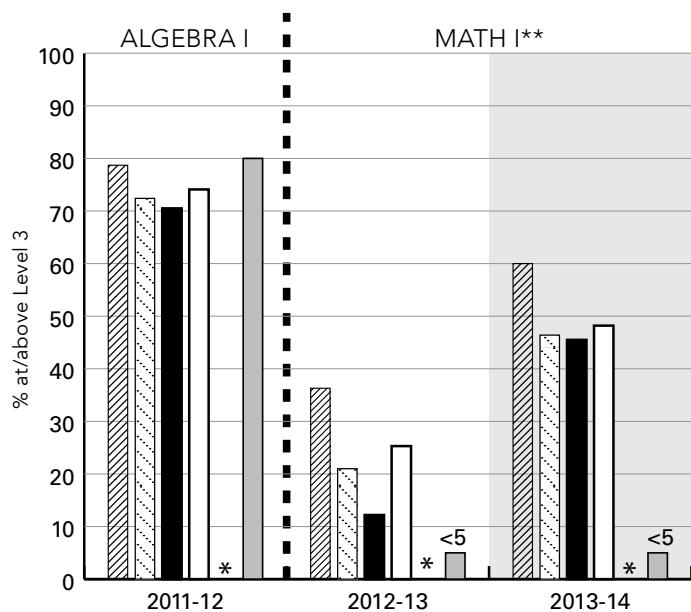
Swain County Schools enroll 2,016 students, of whom 475 (24%) are members of the Eastern Band of Cherokee. Located on land contiguous with the Qualla Boundary, the district operates five schools, including two early colleges, and one high school. The district proficiency rates lag behind the state in all EOG/EOC assessments. The district cohort graduation rate and the dropout rate are higher than the state rates. The EOG/EOC proficiency rates for American Indians are lower than the district rates. American Indian students perform better than Hispanics in all EOG/EOC subjects where data are available. White students outperform American Indians in all EOG/EOC subjects. The cohort graduation rate for American Indians is higher than the district rate and their White peers; however, sufficient data are not available for comparison to two other subgroups, Black and Hispanic students. The American Indian dropout rate exceeds that of the district, the state, and the White subgroup.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	70.8	62.6	75.4	*	27.6
2012-13	43.9	40.9	34.3	45.1	40.0	12.1
2013-14	56.3	51.0	41.9	55.2	25.0	26.5
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	83.1	74.2	86.5	*	65.5
2012-13	42.3	38.0	30.4	41.1	<5	26.5
2013-14	51.0	50.0	42.3	53.8	8.3	32.4
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	72.4	70.5	74.1	*	80.0
2012-13	36.3	21.0	12.2	25.3	*	<5
2013-14	60.0	46.4	45.5	48.2	*	<5
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	75.2	75.0	75.3	*	*
2012-13	45.6	30.9	19.4	36.4	*	*
2013-14	53.9	42.3	39.5	46.7	*	<5
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	72.8	65.0	75.7	*	60.0
2012-13	51.2	33.3	25.0	37.6	*	20.0
2013-14	61.2	52.1	51.2	57.3	*	14.3
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	79.9	78.4	80.0	n/a	83.3
2012-13	82.5	80.8	78.2	81.6	n/a	85.7
2013-14	83.9	84.2	86.4	80.5	n/a	n/a
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	6.81	7.46	6.74	n/a	n/a
2011-12	3.01	3.59	4.35	3.35	n/a	n/a
2012-13	2.45	3.04	4.55	2.44	n/a	n/a

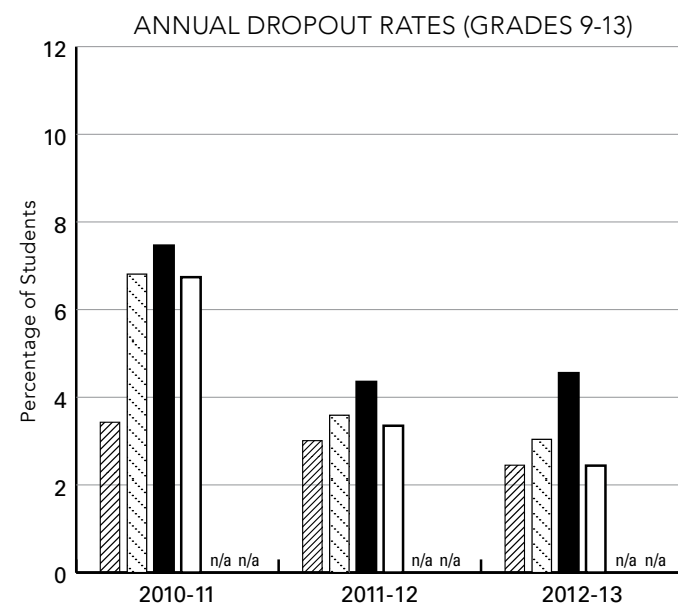
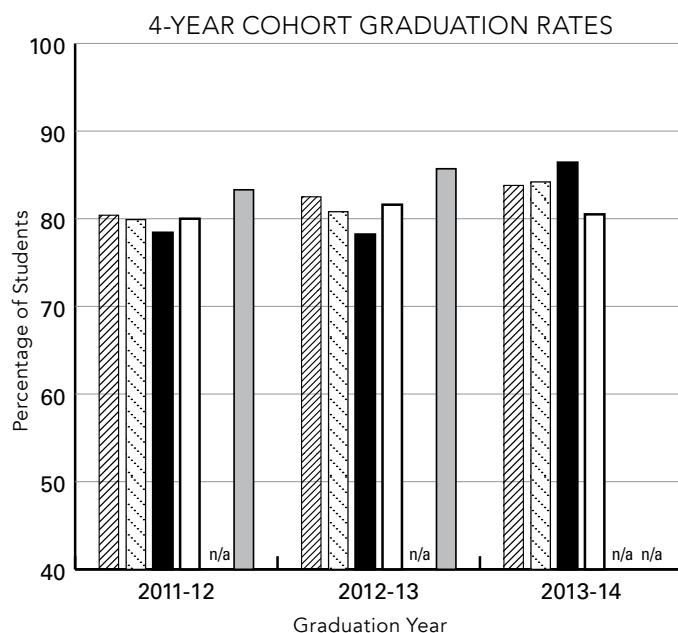
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

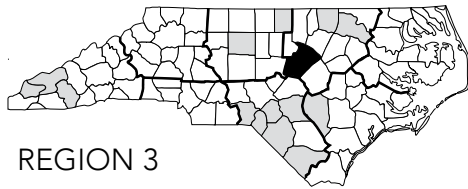
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Cautionary Note Regarding Comparisons:

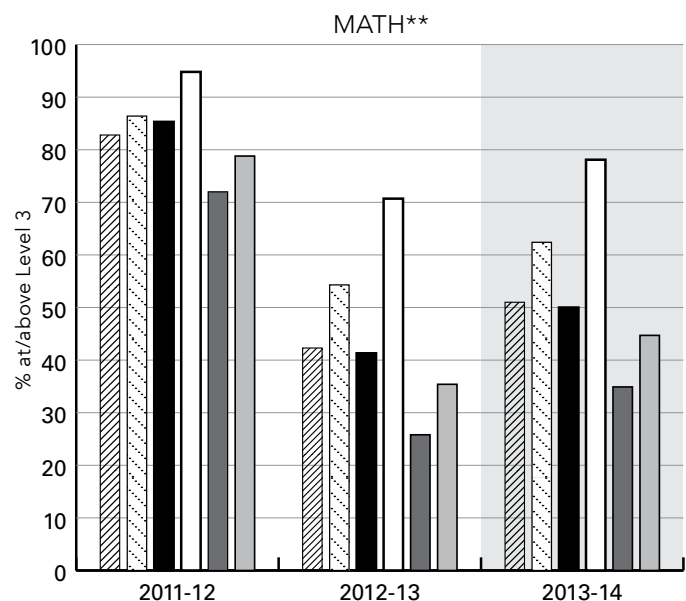
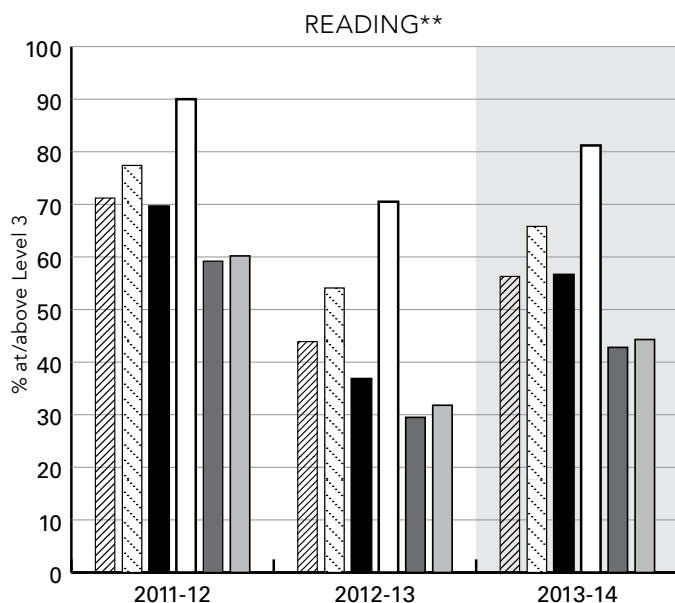
** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.



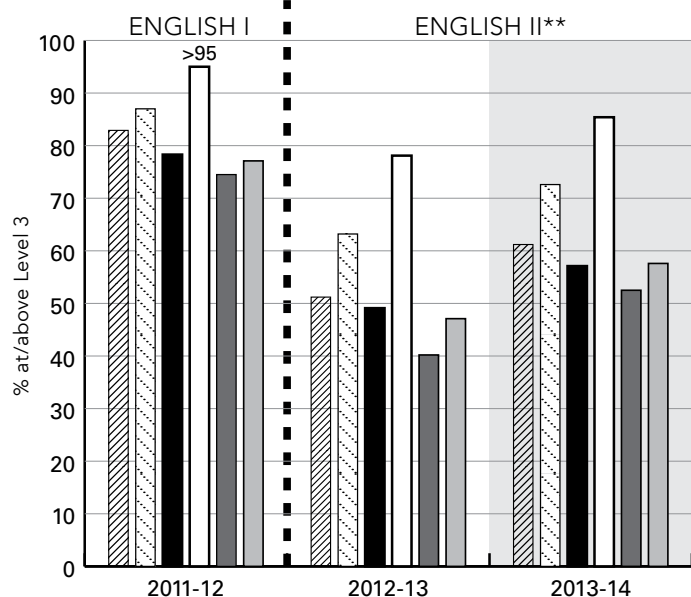
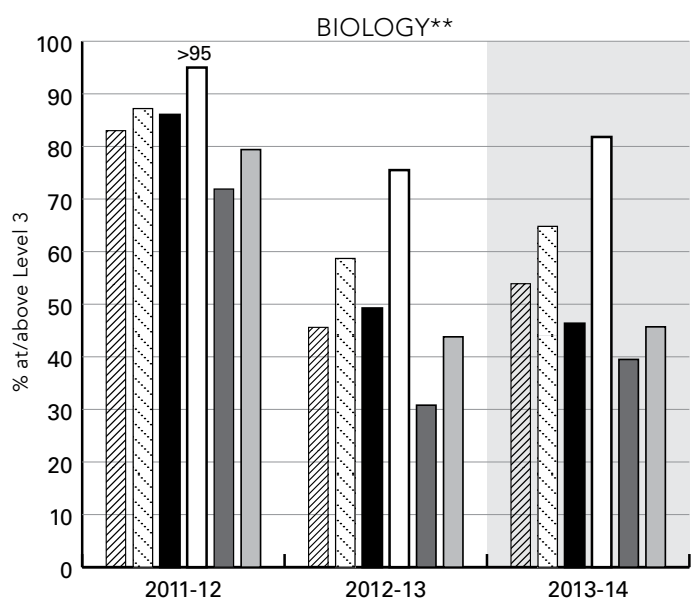
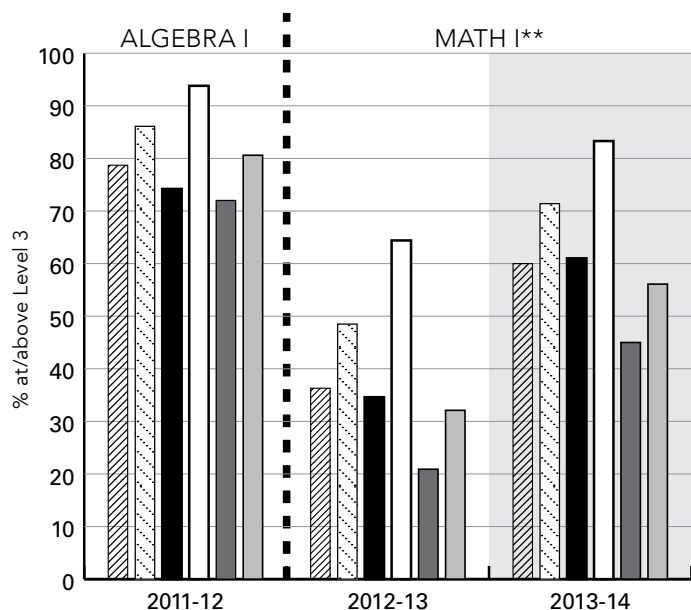
Wake County Schools enroll 153,545 students and operates 170 schools, including 25 high schools, and a cadre of special-focus schools. Richly diverse in countries of origin, Wake County enrolls 524 (0.3%) American Indian students representing 78 tribal affiliations. In the five EOG/EOC subjects, the district proficiency rates are higher than the state rates. The proficiency rates for American Indian students are lower than the district rates in all tested areas of the EOG and EOC. American Indian students perform better than the other minority subgroups in each EOG/EOC subject, except EOC English II; however, they lag behind their White peers in these same tested areas. These data show that the graduation rate for American Indians is declining. When compared with minority subgroups, the American Indian cohort graduation rate lags behind rates for the state, district, and White students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	77.4	69.6	90.0	59.2	60.2
2012-13	43.9	54.1	36.8	70.5	29.5	31.8
2013-14	56.3	65.8	56.6	81.2	42.8	44.3
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	86.4	85.3	94.8	72.0	78.8
2012-13	42.3	54.3	41.3	70.7	25.8	35.4
2013-14	51.0	62.4	50.0	78.1	34.9	44.7
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	86.1	74.2	93.8	72.0	80.6
2012-13	36.3	48.5	34.6	64.4	20.9	32.1
2013-14	60.0	71.4	61.0	83.3	45.0	56.1
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	87.2	86.0	>95	71.9	79.4
2012-13	45.6	58.7	49.2	75.5	30.8	43.8
2013-14	53.9	64.8	46.3	81.8	39.5	45.7
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	87.0	78.3	>95	74.5	77.1
2012-13	51.2	63.2	49.1	78.1	40.2	47.1
2013-14	61.2	72.6	57.1	85.4	52.5	57.6
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	80.6 ^{>}	74.5 ^{>}	90.3	69.6 ^{>}	65.3 ^{>}
2012-13	82.5	81.0	69.6	90.6	68.9	65.7
2013-14	83.9	82.2	60.0	91.2	74.0	67.8
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.25	2.54	1.66	5.43	5.78
2011-12	3.01	2.83	6.16	1.49	4.59	4.97
2012-13	2.45	1.95	n/a	1.10	2.90	4.18

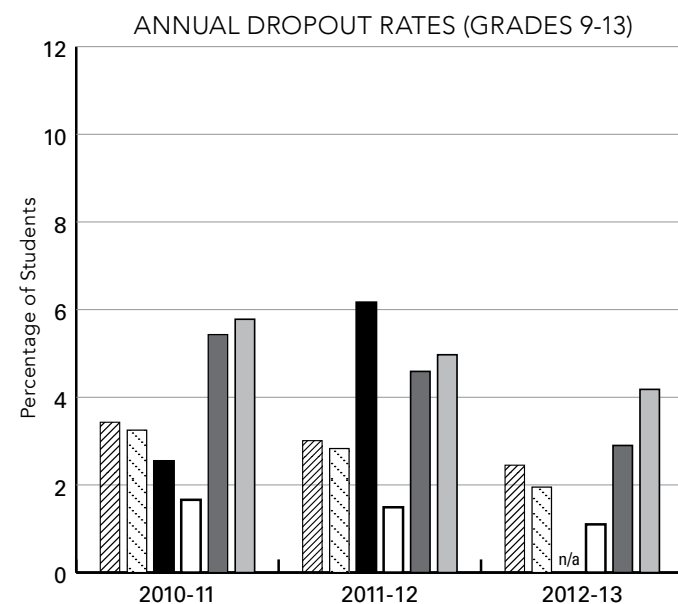
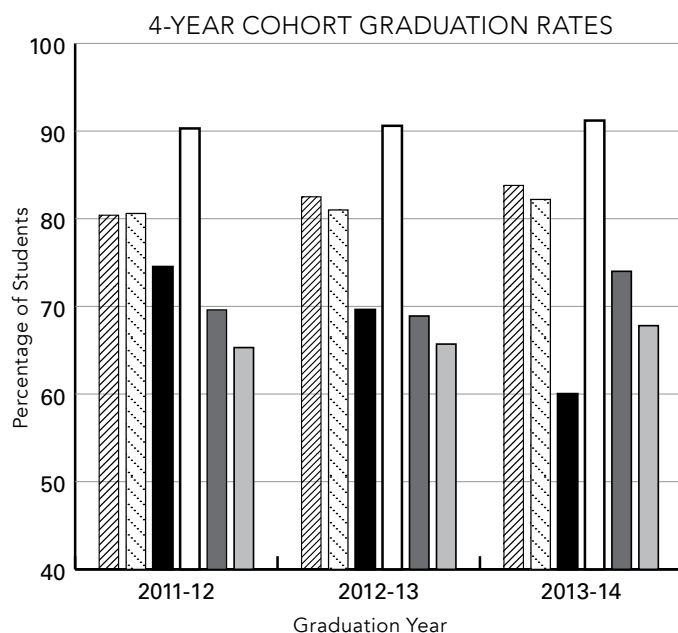
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

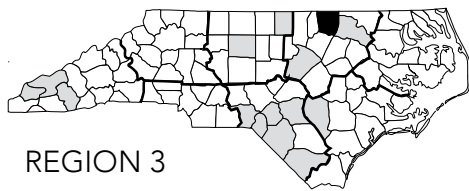
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Cautionary Note Regarding Comparisons:

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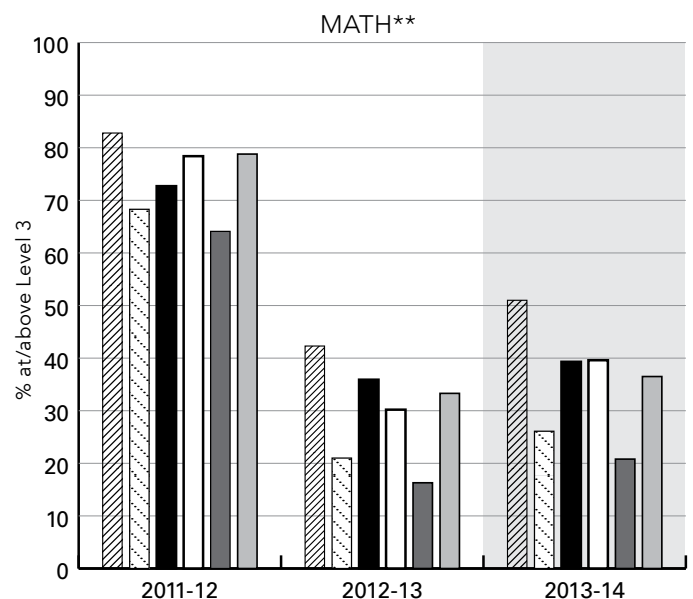
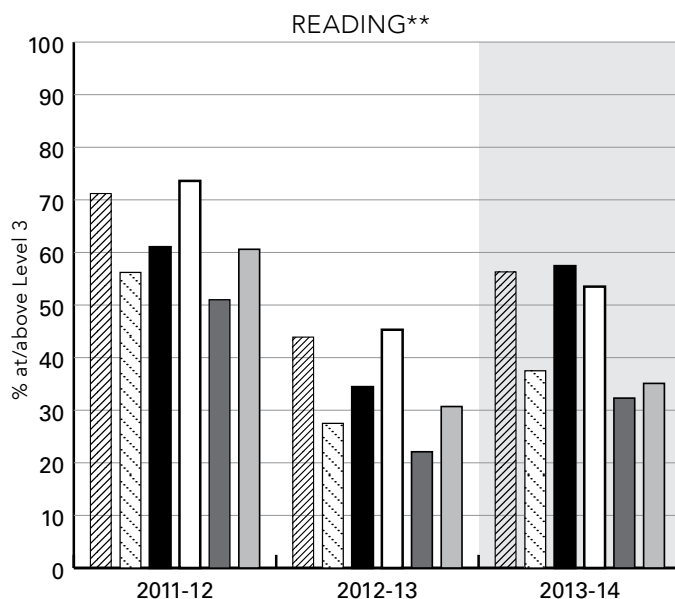


REGION 3

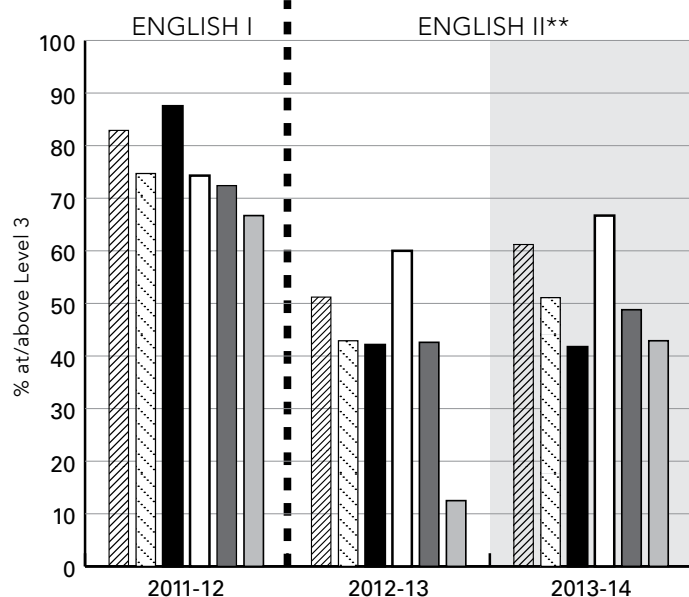
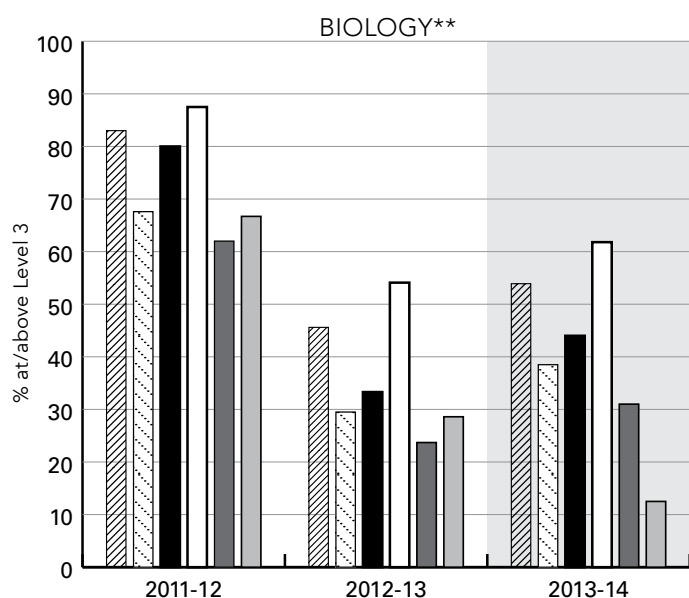
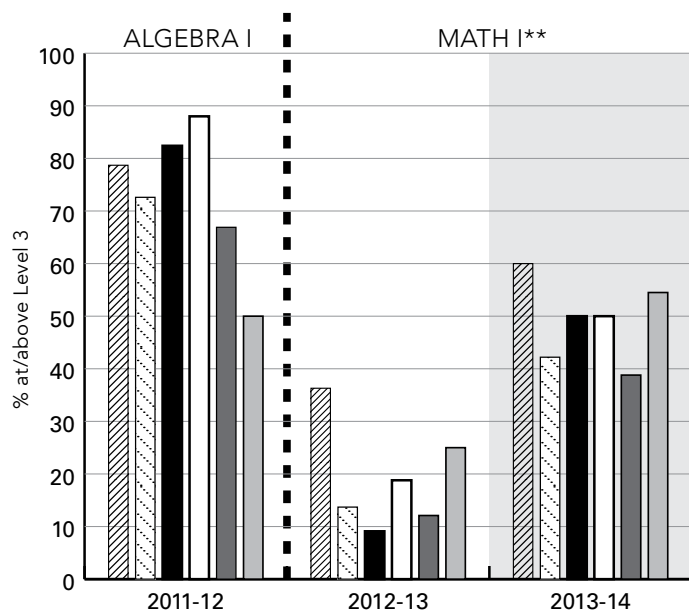
Warren County Schools enroll 2,383 students, including 158 American Indian students (7%), mainly of the Haliwa-Saponi Tribe, who reside in Warren County and surrounding areas. Warren County operates six schools, including one high school and several special-focus schools. The district's proficiency rates in all EOG/EOC subjects trail the state rates. The district cohort graduation rate is lower, but the dropout rate is higher than the state rates. The proficiency rates for American Indians exceed the district rates in all EOG/EOC subjects, except EOC English II. American Indians outperform their Black and Hispanic peers in EOG reading and math, and EOC Biology. The American Indian cohort graduation rate is lower than the district rate, as well as the rates for White and Black subgroups. More White students than American Indian students are proficient in EOC Biology and English II; however, both subgroups perform equally in EOC Math I.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	71.2	56.2	61.0	73.6	51.0	60.6
2012-13	43.9	27.5	34.4	45.3	22.1	30.7
2013-14	56.3	37.5	57.4	53.5	32.3	35.1
End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3						
2011-12	82.8	68.3	72.7	78.4	64.1	78.8
2012-13	42.3	21.0	35.9	30.2	16.3	33.3
2013-14	51.0	26.1	39.3	39.6	20.8	36.5
Math I: End-of-Course (Algebra I in 2011-12)** – Percent at/above Level 3						
2011-12	78.7	72.6	82.4	88.0	66.9	50.0
2012-13	36.3	13.7	9.1	18.8	12.1	25.0
2013-14	60.0	42.2	50.0	50.0	38.8	54.5
Biology: End-of-Course** – Percent at/above Level 3						
2011-12	83.0	67.6	80.0	87.5	62.0	66.7
2012-13	45.6	29.5	33.3	54.1	23.7	28.6
2013-14	53.9	38.5	44.0	61.8	31.0	12.5
English II: End-of-Course (English I in 2011-12)** – Percent at/above Level 3						
2011-12	82.9	74.7	87.5	74.3	72.4	66.7
2012-13	51.2	42.9	42.1	60.0	42.6	12.5
2013-14	61.2	51.1	41.7	66.7	48.8	42.9
4-Year Cohort Graduation Rate						
2011-12	80.4 ^{>}	83.9 ^{>}	89.5 ^{>}	84.8 ^{>}	83.2	85.7
2012-13	82.5	75.3	78.6	70.2	75.4	85.7
2013-14	83.9	71.7	70.6	86.7	71.9	*
Annual Dropout Rate (Grades 9-13)						
2010-11	3.43	3.90	n/a	n/a	4.61	n/a
2011-12	3.01	2.92	n/a	4.24	1.98	n/a
2012-13	2.45	4.10	n/a	4.94	4.62	n/a

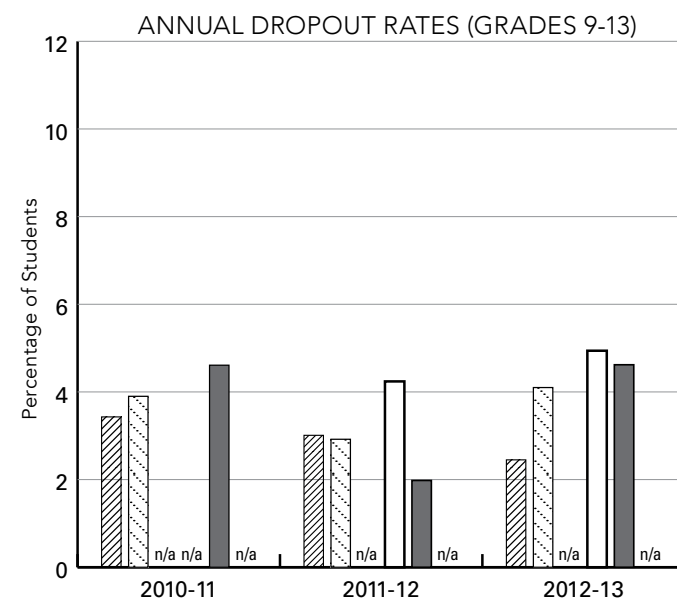
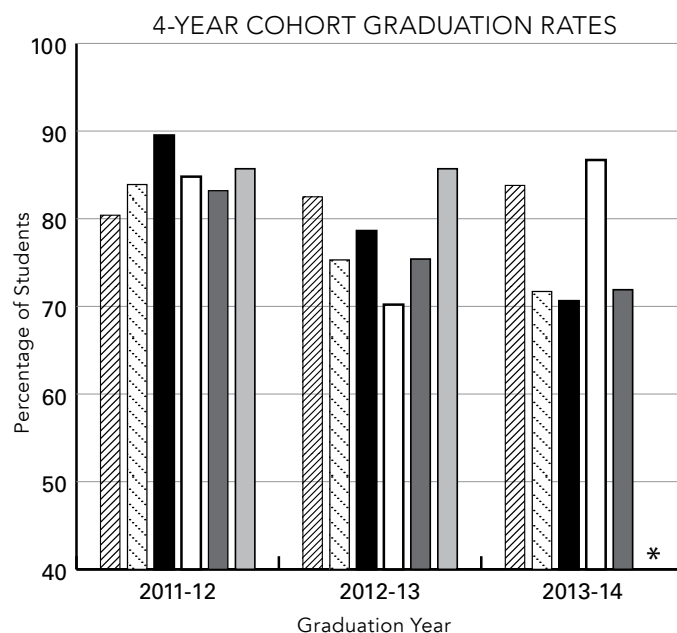
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

Cautionary Note Regarding Comparisons:

** = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

Students Taking an AP Exam by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2011-12	11.3	11.1	9.7	19.2	3.6	6.2
2012-13	11.8	11.9	8.6	21.1	4.2	7.2
2013-14	12.9	19.2	17.5	30.7	9.3	13.2
Clinton City						
2011-12	11.3	8.0	13.8	14.6	2.3	6.0
2012-13	11.8	12.1	9.4	22.2	3.6	10.0
2013-14	12.9	7.6	15.4	14.8	2.2	0.7
Columbus						
2011-12	11.3	3.5	0.8	5.5	1.2	n/a
2012-13	11.8	3.7	2.5	5.1	1.6	1.8
2013-14	12.9	3.6	n/a	4.8	2.6	0.8
Cumberland						
2011-12	11.3	9.9	10.7	12.9	4.8	8.2
2012-13	11.8	6.0	2.4	8.6	2.6	5.2
2013-14	12.9	11.3	10.9	16.5	5.9	8.7
Graham						
2011-12	11.3	7.0	4.2	7.5	n/a	n/a
2012-13	11.8	8.1	2.1	9.1	n/a	n/a
2013-14	12.9	9.0	7.1	9.1	n/a	20.0
Guilford						
2011-12	11.3	21.2	17.0	30.1	9.6	14.9
2012-13	11.8	23.5	20.0	32.7	11.3	16.2
2013-14	12.9	23.9	22.9	33.7	12.2	17.6
Halifax						
2011-12	11.3	6.7	7.1	8.1	6.3	9.5
2012-13	11.8	5.4	8.6	10.0	5.0	6.3
2013-14	12.9	5.5	3.6	4.3	5.7	n/a
Haliwa-Saponi Tribal School						
2011-12	11.3	n/a	n/a	n/a	n/a	n/a
2012-13	11.8	n/a	n/a	n/a	n/a	n/a
2013-14	12.9	n/a	n/a	n/a	n/a	n/a
Hertford						
2011-12	11.3	6.5	25.0	11.2	5.0	7.7
2012-13	11.8	5.6	n/a	5.9	4.6	5.6
2013-14	12.9	2.5	n/a	3.0	2.4	4.5
Hoke						
2011-12	11.3	6.1	2.4	8.9	5.1	1.9
2012-13	11.8	7.0	2.6	8.4	5.9	4.6
2013-14	12.9	13.0	5.9	17.8	10.8	10.8
Jackson						
2011-12	11.3	6.8	4.9	6.9	n/a	1.6
2012-13	11.8	4.7	1.2	4.7	n/a	1.8
2013-14	12.9	2.7	4.5	2.7	n/a	n/a
Johnston						
2011-12	11.3	9.9	18.6	11.8	3.5	5.4
2012-13	11.8	9.0	16.3	10.9	3.8	4.0
2013-14	12.9	8.5	5.4	9.6	2.9	3.9

Year	State	District	American Indian	White	Black	Hispanic
Person						
2011-12	11.3	10.0	40.0	12.9	4.0	9.6
2012-13	11.8	12.5	40.0	15.2	6.6	13.3
2013-14	12.9	8.7	12.5	10.4	4.8	14.7
Richmond						
2011-12	11.3	8.2	5.6	12.7	3.3	5.3
2012-13	11.8	8.7	6.6	12.9	3.7	5.9
2013-14	12.9	8.1	6.0	11.3	4.4	6.2
Robeson						
2011-12	11.3	2.9	2.9	3.5	1.8	1.8
2012-13	11.8	3.2	3.1	4.2	2.3	1.6
2013-14	12.9	4.2	3.3	9.5	2.0	2.7
Scotland						
2011-12	11.3	3.7	2.7	5.9	1.5	n/a
2012-13	11.8	3.1	1.7	5.1	1.7	n/a
2013-14	12.9	2.9	2.5	4.9	1.7	n/a
Swain						
2011-12	11.3	8.8	3.4	9.2	n/a	16.7
2012-13	11.8	7.8	1.7	7.0	n/a	5.3
2013-14	12.9	6.4	5.3	7.1	20.0	n/a
Wake						
2011-12	11.3	13.5	5.6	17.7	2.9	5.7
2012-13	11.8	14.4	13.3	18.9	3.3	6.5
2013-14	12.9	15.7	14.2	21.0	3.7	7.4
Warren						
2011-12	11.3	n/a	n/a	n/a	n/a	n/a
2012-13	11.8	2.4	2.8	2.6	2.4	n/a
2013-14	12.9	3.4	3.9	4.4	3.2	n/a

Students Taking AP Exams by District

Although the 10th Annual AP Report to the Nation (Feb. 11, 2014) indicates that North Carolina's American Indian students reduced the equity gap in AP exam participation and success from 2012 to 2013, the AP data from 2012 to 2014 also indicate that many American Indian students (as well as other low-income minorities) remain underrepresented in AP classrooms and in the population of students scoring 3 or higher on AP exams. The equity gap refers to the percentage of AP exam takers relative to the percentage of students in the graduating class. Of the 19 school districts, 10 had fewer than 10 American Indian test-takers and only three had participation rates of 15% or higher in 2013-14.

AP Performance by District (Percent of Students Scoring 3, 4, or 5)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2011-12	61.8	75.8	83.3	84.7	48.1	64.8
2012-13	61.4	71.8	58.8	81.0	44.0	63.0
2013-14	58.6	55.4	44.1	69.5	25.6	45.5
Clinton City						
2011-12	61.8	28.3	*	34.2	14.3	14.3
2012-13	61.4	18.6	*	23.8	0.0	8.3
2013-14	58.6	23.0	*	26.2	14.3	*
Columbus						
2011-12	61.8	5.9	*	6.9	0.0	n/a
2012-13	61.4	8.5	*	9.1	0.0	*
2013-14	58.6	5.8	n/a	7.8	0.0	*
Cumberland						
2011-12	61.8	32.4	20.6	38.2	20.4	29.8
2012-13	61.4	45.1	14.3	50.8	24.9	44.2
2013-14	58.6	34.0	36.7	38.6	19.4	33.3
Graham						
2011-12	61.8	54.2	*	54.5	n/a	n/a
2012-13	61.4	55.6	*	57.7	n/a	n/a
2013-14	58.6	51.6	*	55.6	n/a	*
Guilford						
2011-12	61.8	58.2	34.8	69.4	32.8	45.0
2012-13	61.4	55.5	40.0	66.3	28.5	47.6
2013-14	58.6	57.4	43.8	68.1	33.7	49.6
Halifax						
2011-12	61.8	9.0	*	*	10.2	*
2012-13	61.4	4.2	*	*	2.4	*
2013-14	58.6	0.0	*	*	0.0	n/a
Haliwa-Saponi Tribal School						
2011-12	61.8	*	*	*	*	*
2012-13	61.4	*	*	*	*	*
2013-14	58.6	n/a	n/a	n/a	n/a	n/a
Hertford						
2011-12	61.8	23.7	*	46.7	15.8	*
2012-13	61.4	16.0	n/a	22.2	11.8	*
2013-14	58.6	13.6	n/a	*	0.0	*
Hoke						
2011-12	61.8	15.6	16.7	26.7	4.3	0.0
2012-13	61.4	13.5	14.3	16.7	13.0	25.0
2013-14	58.6	13.3	5.9	17.7	9.7	26.7
Jackson						
2011-12	61.8	69.0	*	66.7	n/a	*
2012-13	61.4	72.0	*	72.1	n/a	*
2013-14	58.6	67.7	*	72.0	n/a	n/a
Johnston						
2011-12	61.8	56.9	50.0	59.9	30.0	38.1
2012-13	61.4	55.8	0.0	59.1	36.9	46.6
2013-14	58.6	60.0	*	62.6	52.0	47.5

Year	State	District	American Indian	White	Black	Hispanic
Person						
2011-12	61.8	43.5	*	43.9	38.1	66.7
2012-13	61.4	46.4	*	47.7	30.3	61.5
2013-14	58.6	44.8	*	45.1	30.4	53.3
Richmond						
2011-12	61.8	17.4	0.0	17.5	12.5	57.1
2012-13	61.4	18.4	0.0	18.9	5.9	33.3
2013-14	58.6	14.2	14.3	15.7	4.8	11.1
Robeson						
2011-12	61.8	21.4	20.5	33.3	14.3	11.1
2012-13	61.4	21.8	25.8	32.7	2.3	22.2
2013-14	58.6	21.1	18.0	27.8	15.8	12.5
Scotland						
2011-12	61.8	54.5	28.6	56.8	53.8	n/a
2012-13	61.4	46.4	80.0	54.8	20.0	n/a
2013-14	58.6	40.4	28.6	46.4	28.6	n/a
Swain						
2011-12	61.8	51.9	66.7	48.6	n/a	*
2012-13	61.4	47.8	28.6	53.6	*	*
2013-14	58.6	71.8	50.0	82.1	*	n/a
Wake						
2011-12	61.8	80.8	72.7	81.3	62.4	78.6
2012-13	61.4	79.3	73.1	80.0	55.0	73.7
2013-14	58.6	79.3	78.6	80.1	59.3	74.3
Warren						
2011-12	61.8	*	n/a	n/a	n/a	n/a
2012-13	61.4	33.3	*	*	25.0	n/a
2013-14	58.6	15.4	*	50.0	6.3	n/a

* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN FIVE STUDENTS IN THE COHORT)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2011-12	65.0	67.5	80.6	72.5	58.1	53.2
2012-13	57.0	59.7	39.5	68.6	51.6	44.4
2013-14	59.0	57.4	39.1	68.3	48.8	40.8
Clinton City						
2011-12	65.0	56.8	85.7	80.5	53.7	52.2
2012-13	57.0	57.0	71.4	60.7	62.0	56.5
2013-14	59.0	70.4	100.0	71.1	69.4	54.2
Columbus						
2011-12	65.0	48.6	22.2	41.2	37.0	27.3
2012-13	57.0	48.3	36.0	37.6	48.3	35.3
2013-14	59.0	41.2	53.8	37.9	43.6	11.8
Cumberland						
2011-12	65.0	56.2	53.3	50.4	50.8	45.3
2012-13	57.0	53.7	53.3	47.3	49.8	47.4
2013-14	59.0	50.3	33.9	51.8	47.7	44.0
Graham						
2011-12	65.0	73.0	54.5	60.6	n/a	n/a
2012-13	57.0	45.8	50.0	37.8	n/a	n/a
2013-14	59.0	45.9	50.0	46.8	n/a	n/a
Guilford						
2011-12	65.0	73.2	100.0	73.4	64.3	54.8
2012-13	57.0	67.6	69.0	68.3	59.7	49.0
2013-14	59.0	66.7	69.0	68.6	62.6	53.1
Halifax						
2011-12	65.0	49.8	50.0	66.7	52.3	50.0
2012-13	57.0	38.2	38.5	20.0	41.1	66.7
2013-14	59.0	50.3	80.0	23.1	50.9	n/a
Haliwa-Saponi Tribal School						
2011-12	65.0	54.5	50.0	n/a	100.0	n/a
2012-13	57.0	50.0	80.0	n/a	n/a	n/a
2013-14	59.0	20.0	12.5	n/a	100.0	n/a
Hertford						
2011-12	65.0	61.6	100.0	45.0	58.7	100.0
2012-13	57.0	51.1	100.0	35.9	47.9	n/a
2013-14	59.0	51.8	100.0	53.1	47.4	33.3
Hoke						
2011-12	65.0	50.7	62.5	35.1	53.7	40.5
2012-13	57.0	42.3	41.5	32.4	47.1	29.6
2013-14	59.0	42.6	32.1	32.7	48.9	26.3
Jackson						
2011-12	65.0	46.4	26.1	46.2	100.0	35.7
2012-13	57.0	40.4	6.7	37.4	33.3	35.7
2013-14	59.0	31.5	10.0	33.2	n/a	14.3
Johnston						
2011-12	65.0	50.2	85.7	47.3	47.2	36.5
2012-13	57.0	45.6	70.6	45.1	44.8	28.1
2013-14	59.0	48.2	100.0	46.0	39.5	26.0

Year	State	District	American Indian	White	Black	Hispanic
Person						
2011-12	65.0	46.8	66.7	43.2	45.5	50.0
2012-13	57.0	51.5	80.0	42.6	41.3	78.6
2013-14	59.0	48.7	33.3	50.7	47.5	45.8
Richmond						
2011-12	65.0	38.5	21.4	40.4	34.8	16.0
2012-13	57.0	36.5	23.8	41.9	28.8	27.6
2013-14	59.0	24.2	19.2	24.8	24.9	18.9
Robeson						
2011-12	65.0	40.9	39.2	47.1	44.8	44.1
2012-13	57.0	35.7	38.7	35.2	42.6	24.0
2013-14	59.0	33.5	29.7	37.9	37.5	16.7
Scotland						
2011-12	65.0	59.0	56.9	49.6	59.5	33.3
2012-13	57.0	60.6	47.7	55.7	64.7	100.0
2013-14	59.0	58.1	56.5	56.4	54.9	33.3
Swain						
2011-12	65.0	45.9	37.5	44.7	n/a	33.3
2012-13	57.0	43.9	56.8	40.7	n/a	20.0
2013-14	59.0	44.1	58.1	37.8	n/a	66.7
Wake						
2011-12	65.0	74.4	86.1	79.7	58.9	40.3
2012-13	57.0	69.0	100.0	73.8	53.5	35.5
2013-14	59.0	65.1	97.6	72.3	53.0	34.8
Warren						
2011-12	65.0	73.2	82.4	59.5	68.8	80.0
2012-13	57.0	62.3	53.8	58.5	64.0	60.0
2013-14	59.0	61.5	80.0	60.0	61.1	11.1

SAT Participation

From 2011-12 to 2012-13, the SAT participation rates of most subgroups dropped, perhaps due to the requirement in 2010-11 that all public school juniors in North Carolina take the ACT at the expense of the state. Even with this overall decline, in 2013-14, the participation rate of American Indian students was higher than that of White students in 11 of the 19 school districts.

SAT Performance

At the state level, American Indian students scored below all other racial/ethnic subgroups, except Black students. However, this pattern is not consistent when analyzing student performance in the 19 school districts. In 2013-14, American Indian students scored higher than Hispanic students and Black students in six school districts. American Indian (1024) students even scored above the state average (997) and the district average (1010) in one of the 19 school districts (Charlotte-Mecklenburg).

Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2011-12	992	990	1022	1110	864	951
2012-13	993	996	1068	1108	880	946
2013-14	997	1010	1024	1122	881	978
Clinton City						
2011-12	992	921	973	1014	824	901
2012-13	993	906	796	1002	818	958
2013-14	997	908	*	1010	779	818
Columbus						
2011-12	992	892	823	975	791	940
2012-13	993	853	840	917	791	748
2013-14	997	854	841	913	788	*
Cumberland						
2011-12	992	940	945	1025	857	971
2012-13	993	925	863	1009	857	925
2013-14	997	932	918	1015	850	937
Graham						
2011-12	992	949	938	951	n/a	n/a
2012-13	993	943	838	961	n/a	n/a
2013-14	997	960	830	983	n/a	n/a
Guilford						
2011-12	992	964	869	1078	831	920
2012-13	993	969	969	1073	848	913
2013-14	997	973	976	1091	845	934
Halifax						
2011-12	992	794	830	*	792	*
2012-13	993	768	766	*	767	*
2013-14	997	764	*	*	762	*
Haliwa-Saponi Tribal School						
2011-12	992	889	872	n/a	*	n/a
2012-13	993	*	*	n/a	n/a	n/a
2013-14	997	*	*	n/a	*	n/a
Hertford						
2011-12	992	778	*	894	761	*
2012-13	993	820	*	909	801	n/a
2013-14	997	796	*	897	777	*
Hoke						
2011-12	992	886	883	1008	828	929
2012-13	993	883	935	1007	817	923
2013-14	997	900	918	994	865	893
Jackson						
2011-12	992	1011	995	1022	*	918
2012-13	993	997	*	1007	*	870
2013-14	997	1012	*	1013	n/a	*
Johnston						
2011-12	992	999	1025	1039	873	943
2012-13	993	1001	940	1041	864	972
2013-14	997	998	996	1043	877	910

Year	State	District	American Indian	White	Black	Hispanic
Person						
2011-12	992	961	*	1022	893	975
2012-13	993	963	*	1023	847	948
2013-14	997	925	*	973	867	925
Richmond						
2011-12	992	881	823	961	783	*
2012-13	993	906	778	968	782	961
2013-14	997	877	922	941	790	967
Robeson						
2011-12	992	849	844	944	792	828
2012-13	993	841	834	951	786	855
2013-14	997	865	864	959	801	866
Scotland						
2011-12	992	844	881	946	772	*
2012-13	993	876	940	988	792	836
2013-14	997	877	937	933	809	*
Swain						
2011-12	992	956	907	967	n/a	*
2012-13	993	939	884	959	n/a	*
2013-14	997	901	876	919	*	*
Wake						
2011-12	992	1063	1023	1119	888	1001
2012-13	993	1064	1012	1109	896	1027
2013-14	997	1070	1052	1115	902	1016
Warren						
2011-12	992	820	893	955	758	809
2012-13	993	782	794	843	760	*
2013-14	997	830	874	951	787	*

* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN FIVE STUDENTS IN THE COHORT)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

PART III: Recommendation and Strategic Action Plan



The North Carolina State Advisory Council on Indian Education (SACIE) recommends that the Department of Public Instruction work closely with school districts in promoting and disseminating culturally responsive resources that have been carefully selected by the Council. The aim of SACIE is to better inform classroom teachers of the American Indian heritage using resources that accurately portray the past, the present and the future directions of Native people in North Carolina. Culturally responsive instructional resources can be found at <http://www.ncpublicschools.org/americanindianed/resources/>.

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APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE VII – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A – INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 7102. PURPOSE.

- (a) **PURPOSE:** It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.
- (b) **PROGRAMS:** This part carries out the purpose described subsection by authorizing programs of direct assistance for:
 - (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
 - (2) the education of Indian children and adults;
 - (3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and
 - (4) research, evaluation, data collection, and technical assistance.

Source: U.S. Department of Education-Office of Indian Education

APPENDIX B

TITLE VII – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	Jose Hernandez-Paris	jose.hparis@cms.k12.nc.us	980.343.0471	6
Clinton City	Terrace Miller	tmiller@clinton.k12.nc.us	910.592.3132 x1106	2
Columbus	Kenwood Royal	kenwoodroyal@columbus.k12.nc.us	910.642.5168	4
Cumberland	Darlene Holmes Ransom	darleneransom@ccs.k12.nc.us	910.678.2460	4
Graham	Marcia Hollifield	gcs.mhollifield@ncmail.net	828.479.4624	8
Guilford	Angela Lynch	lyncha@gcsnc.com	336.370.2337 (option #2) x717105	5
Halifax	Dottie Umstead	umsteadd@halifax.k12.nc.us	252.583.3111	3
Haliwa-Saponi	Gwen Richardson	grichardson@hstsedu.org	252.257.5853	3
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.4835 x229	4
Jackson	Angela Lovedahl	alovedahl@jcpsmail.org	828.586.2311 x254	8
Johnston	Ana Milazzotto	anamilazzotto@johnston.k12.nc.us	919.934.1017 x371	3
Person	Melanie Hester	hesterm@person.k12.nc.us	336.599.2191	5
Richmond	Marcia Porter	marshaporter@richmond.k12.nc.us	910.582.5860	4
Robeson	Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	4
Scotland	Terrence McAllister	lshaw@scotland.k12.nc.us	910.277.4459	4
Swain	Mike Treadway	mtreadway@swainmail.org	828.488.3120 x229	8
Wake	John Williams	jhwiliams@wcpss.net	919.850.1881	3
Warren	Patricia Richardson	prichardson@warrenk12nc.org	252.257.3751	3

Source: North Carolina Department of Public Instruction

APPENDIX C

HISTORY OF THE INDIAN EDUCATION ACT OF 1972

Date	Event
1969	Release of the seminal study, <i>Indian Education: A National Tragedy, A National Challenge</i> . This study drew national attention to the educational disparities that had resulted from many years of failed policies at the highest levels of government.
1972	Congress enacts the Indian Education Act (IEA) and establishes the Office of Indian Education and the National Advisory Council on Indian Education.
1974	Public Law 93-380 amends the Act to add teacher training and a fellowship program.
1988	Public Law 100-97: Congress extends eligibility to Bureau of Indian (BIA) schools.
1994	Public Law 103-382: Congress reauthorizes Indian Education as Title IX Part A of the Elementary and Secondary School Act.
2001	Public Law 107-110: Congress reauthorizes Title VII Part A of the No Child Left Behind Act. Formula grants are to be based on challenging state academic content, and standardized tests are the tools for improving the quality of teaching and learning.

Source: U.S. Department of Education-Office of Indian Education

APPENDIX D

AMERICAN INDIAN TRIBES IN NORTH CAROLINA

Tribe	SBE District and School District (of Tribal Presence)	Recognition Status	Enrollment Population (est.)
Coharie	<u>Second District:</u> Sampson, Clinton City	State	2,000
Eastern Band of Cherokee	<u>Eighth District:</u> Jackson, Swain, Graham	Federal	13,400
Haliwa-Saponi	<u>Third District:</u> Halifax, Roanoke Rapids, Weldon City, Warren	State	3,800
Lumbee	<u>Fourth District:</u> Robeson, Hoke, Scotland, Cumberland, Richmond	State	58,000
Meherrin	<u>First District:</u> Hertford, Bertie, Gates	State	800
Occaneechi Band of Sappony Nation	<u>Fifth District:</u> Alamance, Orange	State	850
Sappony	<u>Fifth District:</u> Person	State	850
Waccamaw Siouan	<u>Fourth District:</u> Columbus, Bladen	State	2,400

Source: The North Carolina Commission of Indian Affairs using 2010 Census Report

APPENDIX E

TITLE VII STUDENT ELIGIBILITY CERTIFICATION

Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. **This form will become part of your child's school record and will not need to be completed every year.** This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD _____

Date of Birth _____ (As shown on school enrollment records)

School Name _____ Grade _____

Name of Tribe, Band, or Group _____

Tribe, Band or Group is: (check one)

Federally Recognized, including Alaska Native _____ State Recognized _____ Terminated _____

Organized Indian Group Meeting #5 of the definition above _____

Name of individual with tribal membership: _____

Individual named is (check one): _____ Child _____ Child's Parent _____ Child's Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) _____ OR Other (explain) _____

Name and address of organization maintaining membership data for the tribe, band or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE _____ Date _____

Mailing Address _____ Telephone _____

Source: U.S. Department of Education-Office of Indian Education

APPENDIX F

COMMON TERMS

American Indian is any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the state in which the tribe or band resides; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994. The U.S. Department of Education has adopted this definition as eligibility policy in Title VII of the IEA.

Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to know and be able to do. The Standards are robust and relevant to the real world, reflecting the knowledge and skills young people need for success in college and careers. Furthermore, the CCSS ensures that students receive a high quality education, regardless of the school, district, or state where they attend school.

The Elementary and Secondary Education Act (ESEA) of 1965 became a keystone of federal education policy during the Johnson administration. Believing that poverty is linked to school achievement, Congress appropriated massive funding to improve school libraries, language laboratories, learning centers, and support services in poor school districts. Since the passage of this legislation in 1965, the funding of Native American schools has increased dramatically. In 2002, Congress amended and authorized ESEA as the No Child Left Behind (NCLB) act.

End-of-Course (EOC) tests of Math I, English II, and Biology assess knowledge and skills contained in the Common Core State Standards for mathematics and English language arts and the North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days of the school year for year-long courses and within the final five instructional days of the semester.

End-of-Grade (EOG) tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) assess grade-level knowledge and skills contained in the Common Core State Standards for mathematics and English language arts and

the North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days of the school year.

Federally recognized refers to an Indian or Alaska Native tribe, band, nation, pueblo, village, or community acknowledged by the Secretary of the Interior to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994 (U.S.C. § 479a.).

Grade Level or Above Proficiency is a technical term in the North Carolina accountability model that expresses the relative rate of growth based on a common understanding of what constitutes mastery/proficiency at a given grade level. In order to reach consensus on the meaning of proficiency, educators must consider several variables, including the state-adopted curriculum and the developmental stages of students.

Holistic Education promotes the belief that each person finds meaning and purpose through connections to the community, to the natural world, and to the humanitarian values of empathy, individual responsibility, and personal sacrifice. Holistic education calls forth a high regard for life and a passion for learning. Holistic education differs in its application; however, the core belief guiding the theory is that students will deepen their knowledge only when abstract ideas are transferred to practice.

Indian Education Act (IEA) of 1972 is considered landmark legislation in that Congress established, for the first time, a comprehensive approach for educating American Indian/Alaska Native students (AI/AN). Since its enactment in 1972, the IEA has continued through subsequent re-authorization procedures with No Child Left Behind being the latest of the statutes. Allotments to states are made possible through Title VII of the Elementary and Secondary Education Act (ESEA).

Literacy Development generally refers to fluency in reading, writing, and speaking and suggests an interdependent relationship between the modes of communication. Literacy development is seen as emerging from children's oral language development and their initial attempts at reading and writing. Within an emergent literacy framework, children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.

Local Educational Agency (LEA) is a county or city entity legally authorized to administer educational programs funded by the North Carolina General Assembly governed by the State Board of Education and carried out by the Department of Public Instruction.

Low-Performing Schools are those in which there is a failure to meet the minimum growth standards, as defined by the State Board of Education, and a majority of students are performing below grade level (§ 115C-105.37).

North Carolina Commission of Indian Affairs (NCCIA) was established by the North Carolina General Assembly in 1971. The Commission is organized under the North Carolina Department of Administration and strives to address the concerns of Indian citizens in communities across the state. Pursuant to the General Statutes of North Carolina 143B-404-411, the Commissioners collaborate with state education officials in areas that impact American Indian students in grades K-12.

North Carolina Department of Public Instruction (NCDPI) administers all policies adopted by the State Board of Education and employs instructional, financial, and technological personnel to assist public schools in developing and implementing local policies and programs consistent with SBE policies and goals.

Parent Advisory Committee is part of Title VII of the Indian Education Act. This committee lends support to the system-wide Title VII initiative through project advisement, volunteer support, and resource development.

Proficiency is a technical term in the READY accountability model that means a student has mastered the content sufficiently and is on track for college and career readiness. Proficiency is defined as a student meeting or exceeding the expected level of achievement (i.e., Levels 3, 4 or 5) on the assessment. Proficiency statistics (e.g., percent proficient) provide an estimate of a student group's performance or a school's aggregate proficiency. A student who meets proficiency has demonstrated mastery of the skills and knowledge of the standards.

State Advisory Council on Indian Education dates back to 1988 when the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210) to establish a body to advocate for American Indian students enrolled in the public schools. Composed of 15 members, the Council consists of parents, state legislators, UNC Board of Governors appointees, public school practitioners, and representatives of the North Carolina Commission of Indian Affairs.

State Board of Education (SBE) is charged with supervising and administering "the free public school system and the educational funds provided for its support." The Board consists of the Lieutenant Governor, the State Treasurer, and eleven members who are appointed by the Governor and confirmed by the General Assembly during a joint session (NCDPI, 2012).

State-Recognized Indian Tribe is one that meets the eligibility criteria established by an agency of state government. The U.S. Census Bureau relies on a state-appointed liaison to provide the names of tribes that states officially recognize. Acting as this liaison, the North Carolina Commission of Indian Affairs reports to the Census Bureau seven state tribes: 1) Coharie, 2) Haliwa-Saponi, 3) Lumbee, 4) Meherrin, 5) Occaneechi of the Saponi Nation, 6) Sappony, and 7) Waccamaw Siouan. Note: The Eastern Band of the Cherokee is a federally designated tribe.

STEM (Science, Technology, Engineering, and Mathematics) is an acronym designating the fields of study in science, technology, engineering, and mathematics. The acronym is in use regarding access to United States work visas for immigrants who are skilled in the STEM fields. This special condition for granting visas has drawn attention to the deficiencies in preparing students in this country for high-tech jobs. Maintaining a citizenry that is proficient in the STEM areas is a key portion of the public school agenda for the United States.



APPENDIX G

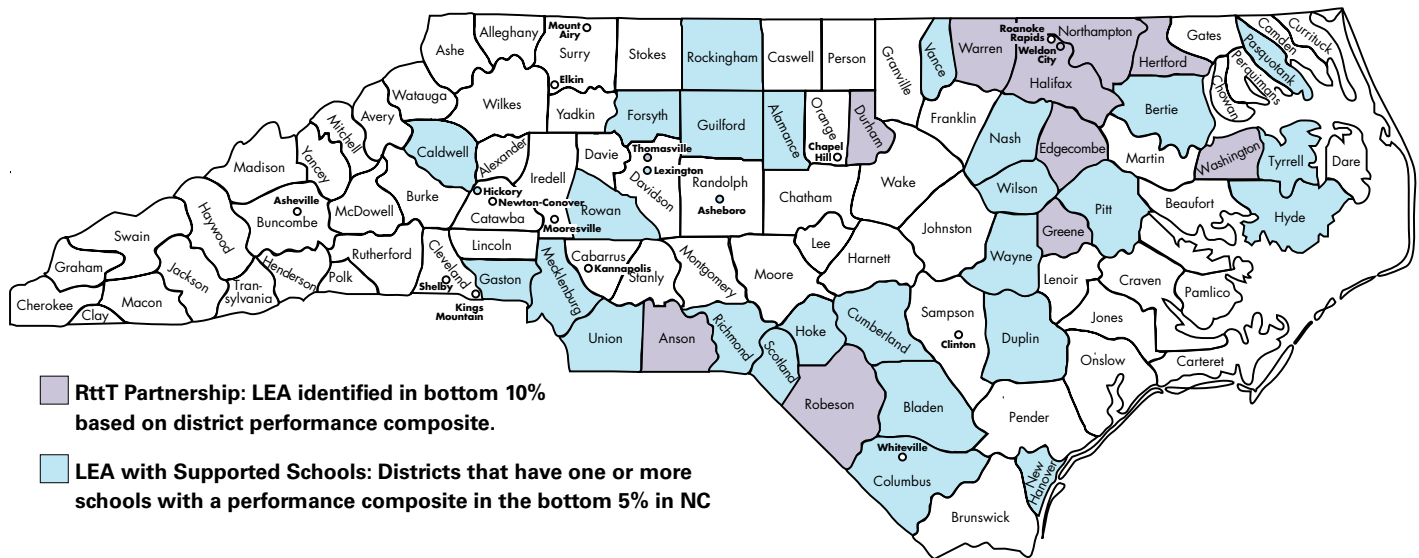
AMERICAN INDIAN MASCOTS

The issue of using American Indian mascots continues to be a local and national concern. An update of North Carolina public school mascots will be posted to <http://www.ncpublicschools.org/americanindianed/advisory/>.

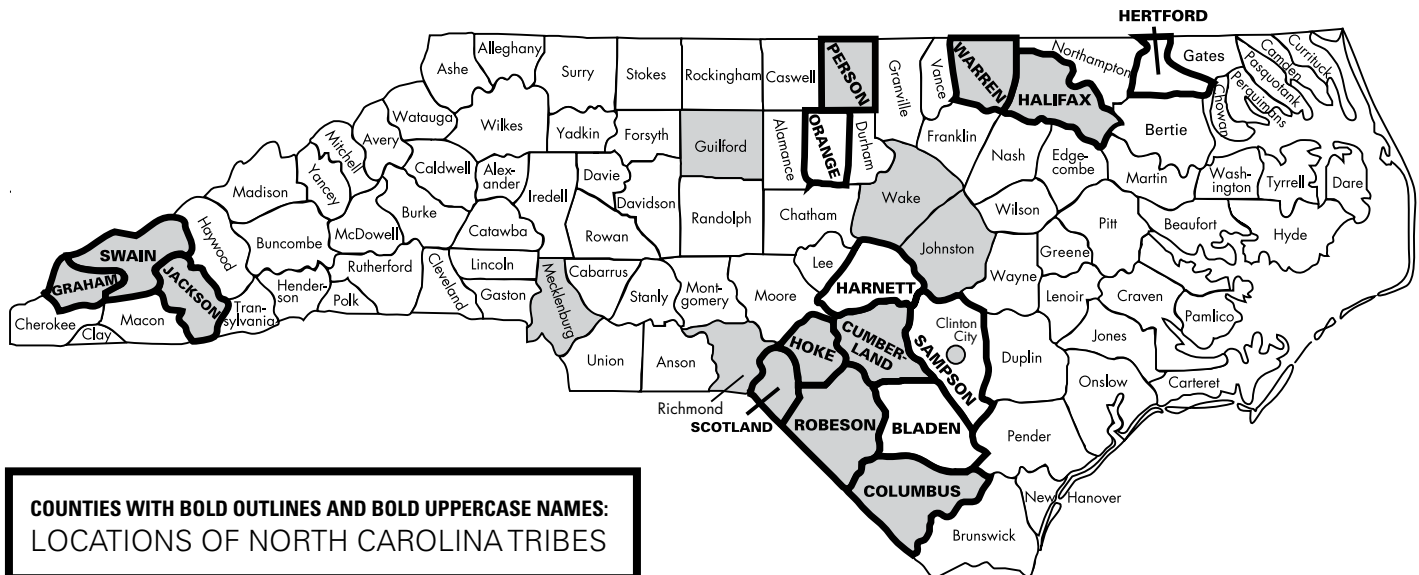
APPENDIX H

RTTT SERVICES PROVIDED BY DISTRICT AND SCHOOL TRANSFORMATION*

*Based on 2009/2010 data which was used for RttT



NC TRIBES, LOCATIONS, AND TITLE VII GRANTEES



COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES

COHARIE – Sampson and Harnett

EASTERN BAND OF THE CHEROKEE – Graham, Swain, and Jackson

HALIWA-SAPONI – Halifax and Warren

LUMBEE – Robeson, Hoke, Scotland and Cumberland

MEHERRIN – Hertford

OCCANECHI BAND OF THE SAPONI NATION – Orange

SAPPONY – Person

WACCAMAW-SIOUAN – Columbus and Bladen

SHADED COUNTIES: TITLE VII GRANTEES

Charlotte-Mecklenburg	Halifax	Richmond
Clinton City	Haliwa-Saponi Tribal School	Robeson
Columbus	Hoke	Scotland
Cumberland	Jackson	Swain
Graham	Johnston	Wake
Guilford	Person	Warren

APPENDIX I

DATA NOTES

Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort (Figure 1)

The denominator (20,691) for the percentages of North Carolina American Indian students enrolled in the IEA Cohort vs. the Non-IEA Cohort is the total North Carolina American Indian/Alaskan Native student enrollment in 2013-14. The numerator (16,919) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 18 Title VII school districts in 2013-14. The numerator (3,772) for the Non-IEA Cohort percentage is the total North Carolina American Indian/Alaskan Native student enrollment minus the enrollment for the Title VII school districts in 2013-14.

Data Source: Grade, Race, & Sex file at <http://www.ncpublicschools.org/fbs/accounting/>

End-of-Course (EOC) Scores

EOC exams are the summative assessments administered to students enrolled in Math I, Biology, and English II courses. EOC scores indicate the percentage of students that scored Level 3, Level 4 or Level 5 (i.e. the percentage of proficient students). The numerator is the number students scoring Level 3, Level 4 and Level 5. The denominator is the number of eligible students.

Data Source: <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

End-of-Grade (EOG) Scores

EOG exams are summative assessments administered to students at grades 3-8. These include mathematics and English language arts at grades 3-8, and science in grades 5 and 8. EOG scores indicate the percentage of students that scored Level III or higher. The numerator is the number students scoring Level III, Level IV and Level V. The denominator is the number of eligible students.

Data Source: <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

SAT Scores

The SAT is an assessment that provides educators an important measure of academic achievement as students prepare for post-secondary college and career opportunities. Typically, students take the test during their junior and senior years to assess their ability to reason, to solve problems, and to gauge the knowledge and skills they develop in their high school course work (College Board, 2014).

Data Source: 1) The College Board. (2014) State Integrated Summary 2013-2014. North Carolina All-Schools. Atlanta: Southern Regional Office. 2) Western Interstate Commission for Higher Education (WICHE). Knocking at the College Door: Projections of High School Graduates by State, March 2012.

Participation Source: The numerator for the state percentages were taken from the North Carolina Public School State Integrated Summaries (College Board, 2011-12, 2012-13, 2013-14). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, December 2012 and the Grade, Race, Sex (GRS) by LEA files (Division of School Business School Financial Reporting).

Performance Source: Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2011-12, 2012-13 & 2013-14). The mean total score is the summation of the average Critical Reading score and the average Mathematics score.

AP Exam Scores

The College Board, offers college-level courses in 34 subjects that may be taken by high school students. To facilitate access to AP exams to all students, the College Board does not require students to take an AP course before taking an AP exam. Thus, homeschooled students and students whose schools do not offer AP may take AP exams. Final AP exam scores are reported on a five-point scale. Although colleges and universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive college credit or placement:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

Data Source: The College Board. (2014) State Integrated Summary 2013-2014. North Carolina All-Schools. Atlanta: Southern Regional Office.

Participation Source: The numerators for the percentages in the AP data tables were taken from the North Carolina Public School State Integrated Summaries (College Board, 2011-12, 2012-13, 2013-14); the denominators were taken from the Average Daily Memberships (ADMs) and the Grade, Race, Sex (GRS) by LEA files. (Division of School Business School Financial Reporting, 2011-12, 2012-13, & 2013-14).

Performance Source: The numerators and denominators for the percentages in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2011-12, 2012-13, 2013-14). Note: The percent of Test-Takers Scoring 3 or Higher is the number of test-takers who scored 3 or higher on at least one exam divided by the total number of test-takers.

Cohort Graduation Rates

The calculations for the Cohort Graduation Rate (CGR) begin when students enter the 9th grade for the first time and are based on data collected from the public schools through the authoritative sources. CGR is calculated by dividing the number of graduates by the number of students who should have graduated within the designated cohort.

Data Source: <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate>

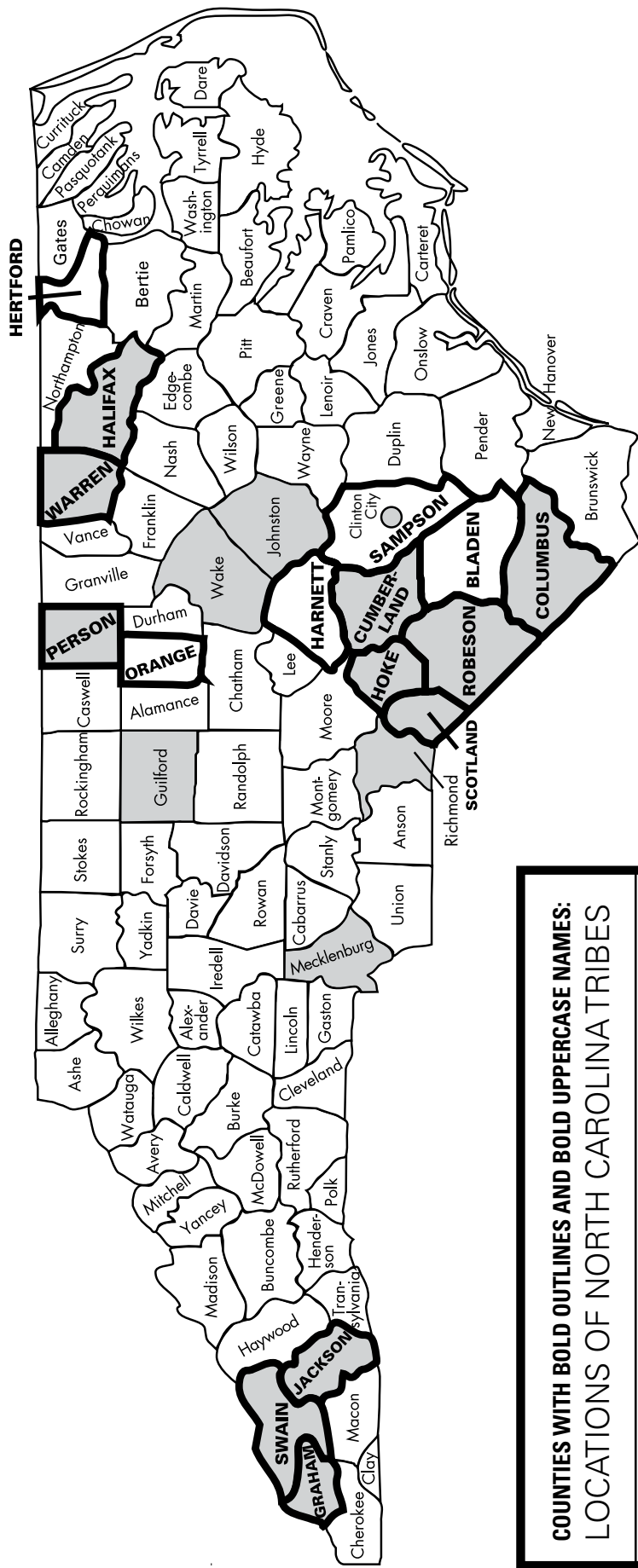
Dropout Rates

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and “event dropout rates” are computed. The event dropout rate, or simply the “dropout rate,” is the number of students in a particular grade span dropping out in one year divided by the total students in a specified grade span.

Special Abbreviations and Notations

In the footnotes of some of the figures and tables in this report, abbreviations and notations are used to describe the data. The asterisk (*) indicates that the student population in the subgroup is too small for the value to be reported. In this report, in compliance with federal privacy regulations (FERPA), an asterisk indicates fewer than five students were in the cohort. Another FERPA regulation is use of <5 or >95 notation which indicates the percentage and number of students are not shown because the actual percentage is greater than 95% or less than 5%. Compliance with these federal regulations ensures that student information remains anonymous (DMG-2009-004-SE). The use of n/a indicates that the current year’s data is not available or no scores for the selected test or subgroup.

NC Tribes, Locations, and Title VII Grantees



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